DOCUMENT RESUME

ED 300 377 TM 012 128

TITLE District Data Report, Vol. VII 1987-88. Financial and Staff Analysis, City and District Demography, Achievement, Attainment, Attendance, Student Mobility, Suspension, Student Loss, Special Education, Alternate Programs.

INSTITUTION Rochester City School District, N.Y.

PUB DATE Dec 87

NOTE 235p.; This report is designed to replace two previously released sections: "Preliminary Version: Achievement" (10-9-87) and "Preliminary Version: Attendance/Suspension" (10-29-87).

PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC10 Plus Postage.

DESCRIPTORS *Academic Achievement; Achievement Gains; Annual Reports; *Attendance Patterns; Educational Attainment; Educational Finance; Elementary Secondary Education; *Enrollment Trends; Financial Policy; Graduation; Nontraditional Education; *School Demography; School District Spending; Special Education; *Statistical Data; Student Attrition; Student Mobility; Suspension

IDENTIFIERS *Rochester City School District NY

ABSTRACT

This annual publication presents a core of relevant information about the Rochester (New York) City School District, including enrollment, achievement, and attendance data. It provides a forum for reporting and exploring items of interest to the district. Focus is on providing systematic and reliable information for school district assessment, strategic planning, and substantive improvement. Information is presented in 88 figures and tables, each accompanied by a descriptive legend. New or revised tables also are listed separately to indicate information added to the report because of suggestions in feedback from various interested groups. The document is not intended as a public relations tool or an indictment of district problems. In some cases, data are presented in comparison with previous years, but generalizations about the district are not drawn across tables. The data are grouped in the following sections: (1) financial analysis; (2) city and district demography; (3) achievement test scores and results; (4) attainment; (5) attendance; (6) student mobility; (7) suspension; (8) student loss; (9) special education; and (10) alternative programs. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300377

DISTRICT DATA REPORT 1987-88

FINANCIAL AND STAFF ANALYSIS

CITY AND DISTRICT DEMOGRAPHY

ACHIEVEMENT

ATTAINMENT

ATTENDANCE

STUDENT MOBILITY

SUSPENSION

STUDENT LOSS

SPECIAL EDUCATION

ALTERNATIVE PROGRAMS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. W. HUNT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

TM 012 128

DISTRICT DATA REPORT, VOL. VII
1987-88

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

BOARD OF EDUCATION

ARCHIE CURRY, PRESIDENT
CATHERINE SPOTO, VICE-PRESIDENT
BENJAMIN L. DOUGLAS
KAREN GRELLA
RACHAEL HEDDING
NANCY PADILLA
FRANK B. WILLIS

ADMINISTRATION

SUPERINTENDENT OF SCHOOLS
PETER McWALTERS

DEPUTY SUPERINTENDENT OF SCHOOLS FOR OPERATIONS
MANUEL RIVERA

SUPERVISING DIRECTOR RESOURCE ALLOCATION
SHARON PRICE

SUPERVISING DIRECTOR STUDENT DATA, TESTING, AND RECORDS
DAVID W. HUNT

PROJECT STAFF

PROJECT MANAGER
ROGER F. BAGLIN

ADVISORY GROUP
PETER McWALTERS
LORETTA JOHNSON
WILMER O'CONNELL
MANUEL RIVERA
SHARON PRICE
BRENDA GUMBS
JAMES FARRELL
DAVID W. HUNT
EDWARD CAVALIER
ROBERT PEDZICH
CAROL CARSON
BARBARA WAGER

DATA CONTRIBUTORS
ALOMA CASON
KIM HALKETT
ANN PINNELLA
BETTY PULEO
DENISE SERAFINI-DUANE

PROJECT EDITOR
JAMES YOUMANS

PROGRAM ANALYSTS
BRIAN MOCHRIE
SUSAN SEROWIK

DATA RETRIEVAL
RICHARD CROMER
JAMES JOHNSON
JUDY KLEIN-HENWOOD
GENEVIEVE MORRIS
MARK SIMONS

DATA ANALYSIS
ARLENE DAVID
TODD HARTMAN
JUDY PEEL
GAYATRI SUBRAMANIAM

GRAPHICS PRODUCTION
SANDRA LaBUE
VIVIAN MOSS

PREPARED BY THE DEPARTMENT OF STUDENT DATA, TESTING, AND RECORDS

NOTE

Two sections of this report were released earlier in a new "serial release" program:

PRELIMINARY VERSION: ACHIEVEMENT (10-9-87)

PRELIMINARY VERSION: ATTENDANCE/SUSPENSION (10-29-87)

Some of the material in the Achievement section has been updated and/or revised. Consequently,

THE PRELIMINARY VERSIONS

SHOULD BE DISCARDED AT THIS TIME

INTRODUCTION

The Rochester City School District's District Data Report is an annual publication, currently in its seventh edition. It is designed to serve two basic and essential purposes: first, to present a core of relevant information about the District, including information on enrollment, achievement, and attendance; second, to provide an open forum in which items of interest to the District may be reported and explored. These items may be new initiatives (i.e., areas in need of attention) or problems with established responses that are being monitored.

Under the general guidance of the Departments of Student Data, Testing, and Records and of Resource Allocation and Planning, the Project Manager established an advisory committee consisting of top District administrators at the Central Office level and several school principals. Feedback on the District Data Report as well as suggestions for new areas of investigation were obtained both from members of this group and during formal presentations of last school year's edition to various District cabinets and councils. In response to the many suggestions received, a sizeable number of new items of information have been added to this school year's edition and are outlined in the List of New or Revised Figures and Tables.

One of the District Data Report's primary purposes is to provide systematic and reliable information for District assessment, strategic planning, and substantive improvement. Every effort has been made to insure as much rigor as possible without sacrificing relevance. Rigor implies that all sources of data are scrutinized as thoroughly as possible for accuracy and are appropriately documented, and that the rationale for inclusion and presentation of all information is sound. Relevance implies both that the information is readily understandable and that it is timely and of immediate importance to the District. Both of these purposes are served by presentation of District information in a comparative framework (for example, comparison with other cities, the state, or the nation) or in a historical framework. The District Data Report is not meant to be either a public relations document or an indictment of District problems. Consequently, efforts have been made to present a balanced view of the positive and negative aspects of the District's vital statistics.

The District Data Report reaches a wide audience including the Board of Education, District administrators in Central Office and in the schools, teachers, parent and citizen advisory boards, and members of the press. The document is made available to the general public through dissemination to community groups and to public libraries. The sources of information for the District Data Report, like its audience, are extensive, including many reports, summaries, and computer files from both inside and outside the District.

Key contributors to the production of the District Data Report are listed by name on the title page; however, the line distinguishing between them and the scores of others who have assisted with this project is a thin one and somewhat arbitrary. Thanks are expressed to all who have contributed.

Roger F. Baglin
Project Manager
17 December 1987

LIST OF NEW OR REVISED FIGURES OR TABLES

Figure 87-A-1	City School District revenues and expenditures in millions of dollars to nearest tenth
Figure 87-A-2	Personnel analysis by minority status and by sex, 1985-86 through 1987-88
Figure 87-B-12	Districtwide kindergarten screening, 1985-86 and 1986-87
Figure 87-C-9	Early childhood enrollment and achievement 1986-87 and 1987-88 [tentative data - see description]
Figure 87-C-11	Percents below national norm, longitudinal analysis, nationally standardized achievement tests, fall 1980 to spring 1987
Figure 87-C-13	Class size/achievement analysis, grades 1-6 only, California Achievement Test results, spring 1987
Figure 87-C-14	Median national percentile ranks for District and major ethnic groups, spring standardized achievement tests, K-12 reading and mathematics combined, 1986 and 1987
Figure 87-C-15	Median national percentile ranks for District and major ethnic groups: non-LEP only, spring standardized achievement tests, K-12 reading and mathematics combined, 1986 and 1987
Table 87-C-26	New York State Program Evaluation Test, social studies - grade 6, May 1987
Table 87-D-4	Final examination scores and failing scores, numbers and percentages, Regents level courses, June 1987
Table 87-D-5	Final examination scores and failing scores, numbers and percentages, non-Regents/local level courses, June 1987
Figure 87-G-9	In-school suspensions (with short-term suspensions since 1979-80), secondary only, 1984-85 through 1986-87
Figure 87-H-1	Status four school years later, fall 1987, of ninth graders enrolled fall 1983
Table 87-H-4	Dropouts and destination unknowns counts and percentages, 1984-85 through 1986-87
Table 87-I-2	Special education longitudinal enrollment analysis, 1985-86 through 1987-88
Table 87-I-7	Special education median percentile values, spring 1987 standardized achievement tests
Table 87-I-8	Special education median percentile values, spring 1987 standardized achievement tests, full-time special class analysis by special program code
Table 87-J-1	Alternative program enrollment, percent minority, percent handicapped, 1985-86 through 1987-88

TABLE OF CONTENTS

Introduction			i
List of New or Revised Figures or Tables			ii
SECTION A	:	FINANCIAL ANALYSIS	1
87-A-1	:	City School District Revenues and Expenditures In Millions of Dollars to Nearest Tenth	4
87-A-2	:	Personnel Analysis By Minority Status and by Sex 1985-86 through 1987-88	6
SECTION B	:	CITY AND DISTRICT DEMOGRAPHY	
87-B-1	:	Ethnic Distribution of City Population	12
87-B-2	:	Ethnic Distribution of City Population Under Age 18	14
87-B-3	:	Numbers and Percentages of Families Below Poverty Level City and Non-City Monroe County 1970 Versus 1980 Census Data	16
87-B-4	:	Numbers and Percentages of Persons Below Poverty Level City and Non-City Monroe County By Ethnic Group 1980 Census Data	18
87-B-5	:	Numbers and Percentages of Families With Single Parent City and Non-City Monroe County 1970 Versus 1980 Census Data	20
87-B-6	:	District Enrollment And Ethnic Distribution 1977 through 1987	22
87-B-7	:	District Enrollment Graded Students - Regular Schools K-12 by Grade 1983 through 1987	24
87-B-8	:	Numbers and Percentages Students Retained in Grade By Grade and by Sex by Ethnic June 1987 to October 1987	26

87-B-9 : Grade by Age Range
1987-88 28

87-B-10 : City Resident Students ,
Enrollment Location
1982-83 through 1986-87 30

87-B-11 : Enrollment by Grade by Ethnic
October 1987 32

87-B-12 : Districtwide Kindergarten Screening
1985-86 and 1986-87 34

87-B-13 : Numbers and Percentages of Enrollment
In Handicapped Category and Alternative Programs
1987-88 36

87-B-14 : Estimated Numbers and Percentages
Of Students with Special Needs
1987-88 38

SECTION C : ACHIEVEMENT

87-C-1 : Central Percentile Values
Spring Standardized Achievement Tests
Reading and Mathematics Combined
Grades 1-12
1977 through 1987 44

87-C-2 : Central Percentile Values
Spring Standardized Achievement Tests
1985, 1986, 1987
Reading 46

87-C-3 : Central Percentile Values
Spring Standardized Achievement Tests
1985, 1986, 1987
Mathematics 48

87-C-4 : Central Percentile Values
Spring Standardized Achievement Tests
1985, 1986, 1987 50

87-C-5 : Distribution of Student Scores
Standardized Achievement Tests
Elementary Reading
1979 through 1987 52

87-C-6 : Distribution of Student Scores
Standardized Achievement Tests
Elementary Mathematics
1979 through 1987 54

87-C-7 : Distribution of Student Scores
Standardized Achievement Tests
Secondary Reading
1979 through 1987 56

87-C-8 : Distribution of Student Scores
Standardized Achievement Tests
Secondary Mathematics
1979 through 1987 58

87-C-9 : Early Childhood Enrollment and Achievement
1986-87 and 1987-88
[Tentative Data - See Description] 60

87-C-10 : Kindergarten and Primary Grades
Standardized Achievement Tests
1984-85, 1985-86, 1986-87 62

87-C-11 : Percents Below National Norm
Longitudinal Analysis
Nationally Standardized Achievement Tests
Fall 1980 to Spring 1987 64

87-C-12 : Achievement of District Stable/Mobile Students
Central Percentile Values
California Achievement Tests
Spring 1987 66

87-C-13 : Class Size/Achievement Analysis
Grades 1-6 Only
California Achievement Test Results
Spring 1987..... 68

87-C-14 : Median National Percentile Ranks
For District and Major Ethnic Groups
Spring Standardized Achievement Tests
K-12 Reading and Mathematics Combined
1986 and 1987 70

87-C-15 : Median National Percentile Ranks
For District and Major Ethnic Groups: Non-LEP Only
Spring Standardized Achievement Tests
K-12 Reading and Mathematics Combined
1986 and 1987 72

87-C-16 : Distribution of Student Scores
Major Ethnic Groups
Spring 1987 Standardized Achievement Tests
All Non-Special Education Students
Reading 74

87-C-17 : Distribution of Student Scores
Major Ethnic Groups
Spring 1987 Standardized Achievement Tests
All Non-Special Education Students
Mathematics 76

87-C-18 : Subtest and Domain Item Analysis
Spring 1987 California Achievement Tests
Reading 78

87-C-19 : Subtest and Domain Item Analysis
Spring 1987 California Achievement Tests
Mathematics 80

87-C-20 : New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
May 1983 through May 1987
Reading - Grade 3 82

87-C-21 : New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
May 1983 through May 1987
Mathematics - Grade 3 84

87-C-22 : New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
May 1983 through May 1987
Writing - Grade 5 86

87-C-23 : New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
May 1983 through May 1987
Reading - Grade 6 88

87-C-24 : New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
May 1983 through May 1987
Mathematics - Grade 6 90

87-C-25 : New York State Pupil Evaluation Program (PEP)
Percentages Scoring Above State Reference Point
1983 through 1987 92

87-C-26 : New York State Program Evaluation Test
Social Studies - Grade 6
May 1987
[Preliminary Data] 94

87-C-27 : Preliminary Competency Tests
Percentages Scoring Above State Reference Point
Grade 8
Reading and Writing
October 1980 through October 1986 96

87-C-28 : Preliminary Competency Tests
Percentages Scoring Above State Reference Point
Special Education - Any Grade
Reading and Writing
October 1980 through October 1986 98

87-C-29 : Percentages of Diploma Candidates
Meeting Regents Competency Requirements
For Graduation
1979-80 through 1986-87 100

87-C-30 : Regents Competency Tests
January and June Administrations
1987
[Preliminary Data] 102

SECTION D : ATTAINMENT

87-D-1 : Percentages of Students
In Regents and Non-Regents
Ninth-Grade Social Studies Courses
End of First Marking Period (Early November)
1980-81 through 1987-88 108

87-D-2 : Course Enrollments in
Core Academic Subjects
Grades 7-12
1986-87 110

87-D-3 : Report Card Marks and Failing Marks
Numbers and Percentages
Final Marks June 1987 112

87-D-4 : Final Examination Scores and Failing Scores
Numbers and Percentages
Regents Level Courses
June 1987 114

87-D-5 : Final Examination Scores and Failing Scores
Numbers and Percentages
Non-Regents/Local Level Courses
June 1987 116

87-D-6 : Percentages
Of Diploma Candidates Graduated
Nonhandicapped Students Only
1985-86 and 1986-87 118

87-D-7 : Percentages of Graduates
Receiving Regents and Local Diplomas
And Regents Scholarships
1979-80 through 1986-87 120

87-D-8 : Scholastic Aptitude Test (SAT)
Rochester/National Comparison
Percentages Taking and Mean Scores
1983 through 1987 122

87-D-9 : Scholastic Apitude Test (SAT)
Rochester/National Comparison
Numbers and Percentages Taking and Mean Scores
By Major Ethnic Categories and by Sex
1985, 1986, 1987 124

87-D-10 : Preliminary Scholastic Apititude Test (PSAT)
Rochester/National Comparison
Percentages Taking and Mean Scores
October 1983 through October 1986 126

87-D-11 : American College Testing Program (ACT)
Rochester/National Comparison
Percentages Minority and Mean Scores
By Major Ethnic Categories
1986 and 1987 Graduates 128

87-D-12 : Graduate Destination Survey Results
Class of June 1986
Winter 1986-87 130

SECTION E : ATTENDANCE

87-E-1 : Attendance Rates
Rochester, Big Five Cities, and New York State Public
1980-81 through 1986-87 136

87-E-2 : Attendance Rates
Rochester, Big Five Cities, and New York State Public
By Ranges of Grades
1985-86 138

87-E-3 : Attendance Rates
District
By Range of Grades
1980-81 through 1986-87 140

87-E-4 : Excessive Absences
Grades 7, 8, 9 Only
1981-82 through 1986-87 142

87-E-5 : Attendance/Achievement Relationship
School Year Attendance
Spring Standardized Achievement Tests
1986-87 144

SECTION F : STUDENT MOBILITY

87-F-1 : Student Mobility
1979-80 through 1986-87 150

87-F-2 : School Year Enrollment Changes
October to June
1986-87 152

SECTION G : SUSPENSION

87-G-1 : Suspensions
Short-Term Suspensions, Long-Term Hearings, Total
1979-80 through 1986-87 158

87-G-2 : Short-Term Suspensions
Elementary, Secondary, Total
1979-80 through 1986-87 160

87-G-3 : Short-Term Suspensions
Distribution by Grade and Program
1986-87 162

87-G-4 : Reasons
For Short-Term Suspensions
Elementary and Secondary
1986-87 164

87-G-5 : Long-Term Suspension Hearings
Elementary, Secondary, Total
1979-80 through 1986-87 166

87-G-6 : Long-Term Suspension Hearings
Distribution by Grade and Program
1986-87 168

87-G-7 : Reasons
For Long-Term Suspension Hearings
Elementary and Secondary
1986-87 170

87-G-8 : Short-Term Suspensions and Long-Term Suspension Hearings
Distributions of Variables
1986-87 172

87-G-9 : In-School Suspensions
(With Short-Term Suspensions Since 1979-80)
Secondary Only
1984-85 through 1986-87 174

SECTION H : STUDENT LOSS

87-H-1 : Status Four School Years Later
Fall 1987
Of Ninth Graders Enrolled
Fall 1983 180

87-H-2 : District Losses
Distributions of Variables
1986-87 182

87-H-3 : District Losses By Grade
Counts and Percentages of Grade Enrollment
1986-87 184

87-H-4 : Dropouts and Destination Unknowns
Counts and Percentages
1984-85 through 1986-87 186

SECTION I : SPECIAL EDUCATION

87-I-1 : Handicapped Students
Numbers and Percentages of Enrollment
1985-86 and 1986-87 192

87-I-2 : Special Education
Longitudinal Enrollment Analysis
1985-86 through 1987-88 194

87-I-3 : Numbers of Referrals of Students
To Committee on Special Education
By Reason
1980-81 through 1986-87 196

87-I-4 : Handicapping Categories
As Percentages of District Enrollment
1983-84 through 1987-88 198

87-I-5 : Numbers of Special Education Students Receiving Speech/Language
Primary Handicap Compared to Subordinate Handicap
1984-85 through 1987-88 200

87-I-6 : Ethnic Enrollment in Certain Special Education Programs
Compared to District Ethnic Enrollment
1987-88 202

87-I-7 : Special Education
Median Percentile Values
Spring 1987 Standardized Achievement Tests 204

87-I-8 : Special Education
Median Percentile Values
Spring 1987 Standardized Achievement Tests
Full-Time Special Class
Analysis by Special Program Code 206

SECTION J : ALTERNATIVE PROGRAMS

87-J-1 : Alternative Programs
Enrollment, Percent Minority, Percent Handicapped
1985-86 through 1987-88 212

87-J-2 : Number of Pupils Processed
In Certain Categories
By Department of Student Equity and Placement
1982-83 through 1986-87 214

SECTION A

FINANCIAL AND STAFF ANALYSES

SECTION A

FINANCIAL ANALYSIS

Synopsis of District Financial Information 87-A-1

Synopsis of District Staffing Information 87-A-2

FIGURE 87-A-1

ANNUAL FINANCIAL REPORT SYNOPSIS
CITY SCHOOL DISTRICT
REVENUES AND EXPENDITURES
IN MILLIONS OF DOLLARS TO NEAREST TENTH

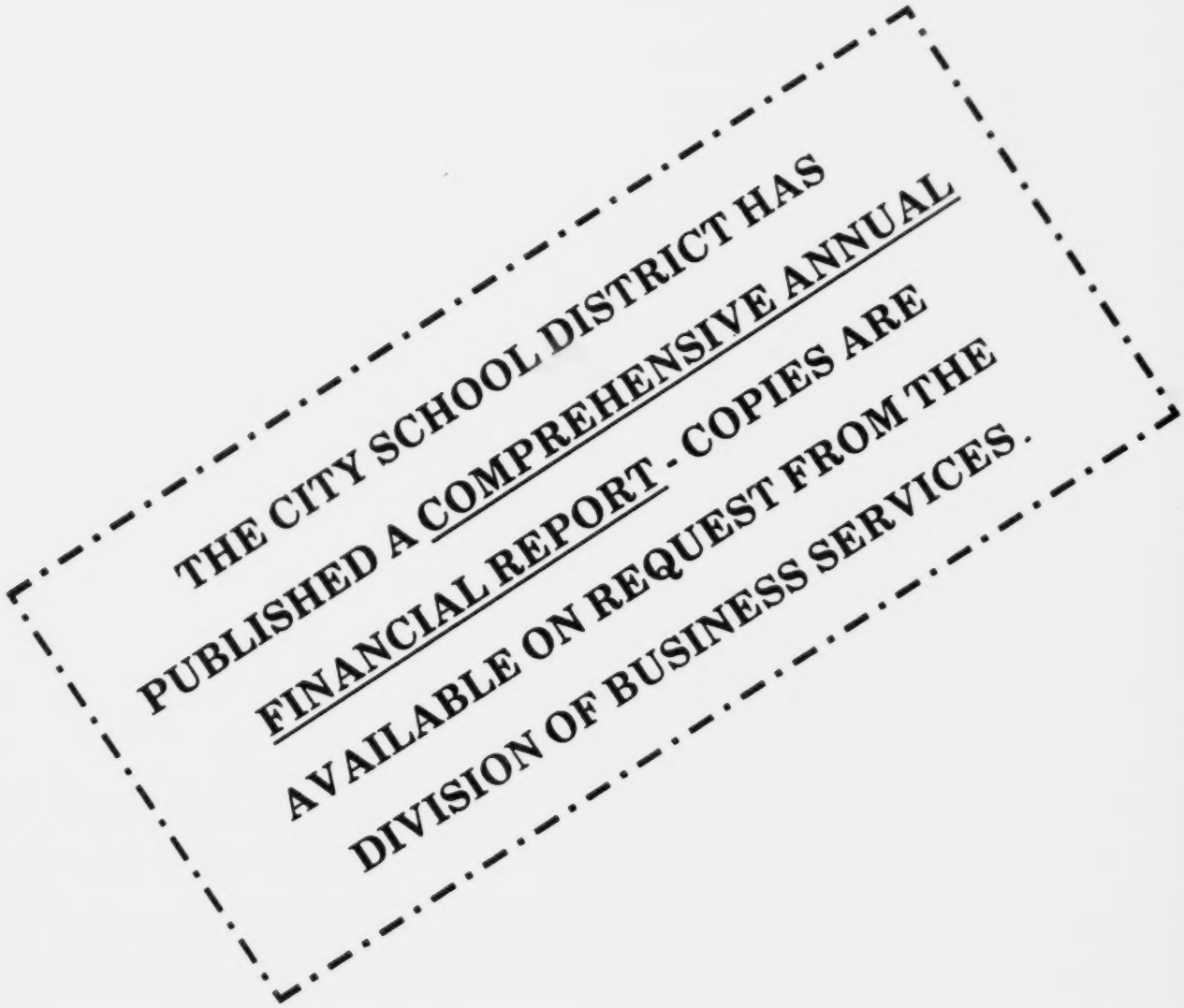
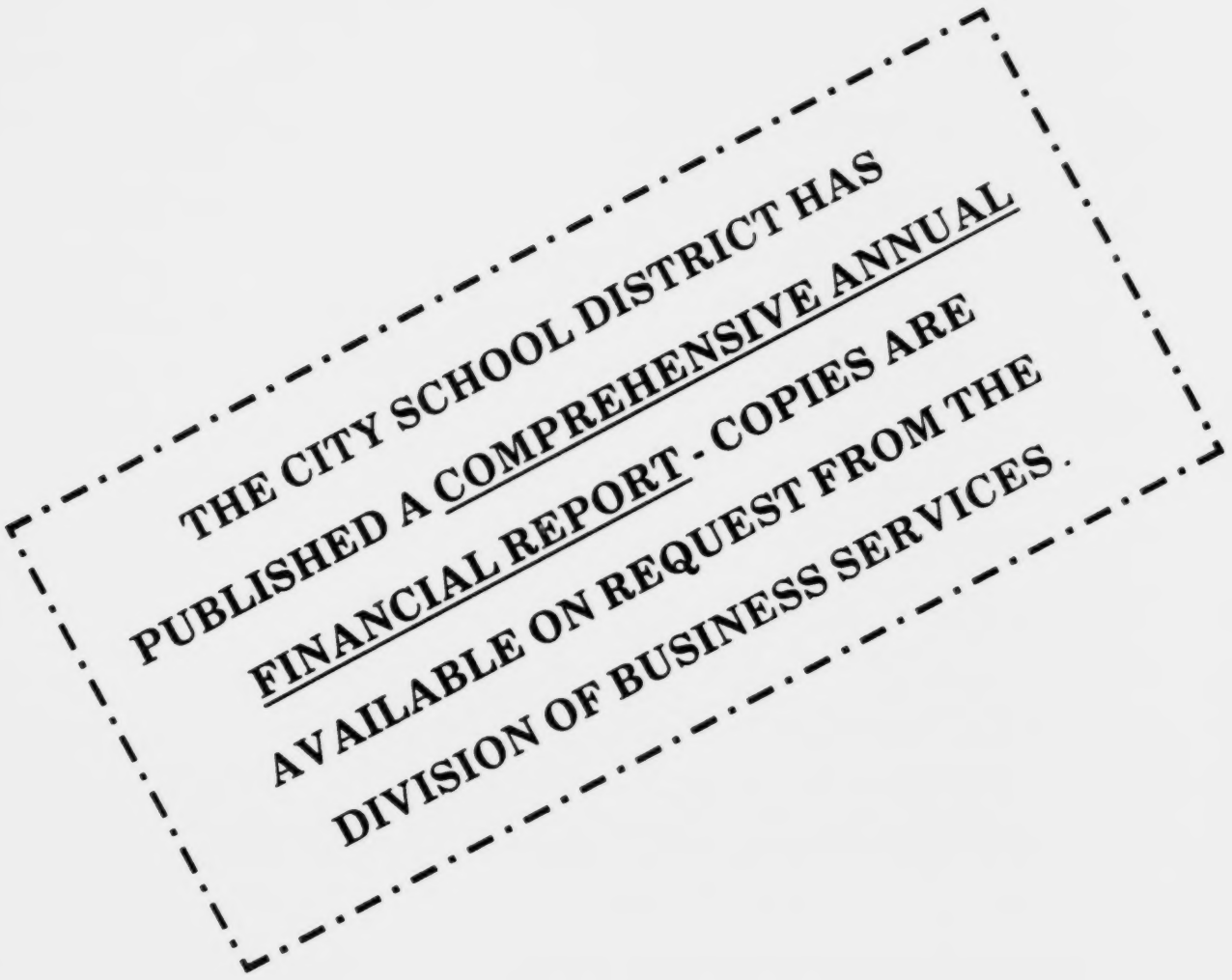

THE CITY SCHOOL DISTRICT HAS
PUBLISHED A COMPREHENSIVE ANNUAL
FINANCIAL REPORT - COPIES ARE
AVAILABLE ON REQUEST FROM THE
DIVISION OF BUSINESS SERVICES.

FIGURE 87-A-1

ANNUAL FINANCIAL REPORT SYNOPSIS
CITY SCHOOL DISTRICT
REVENUES AND EXPENDITURES
IN MILLIONS OF DOLLARS TO NEAREST TENTH


THE CITY SCHOOL DISTRICT HAS
PUBLISHED A COMPREHENSIVE ANNUAL
FINANCIAL REPORT - COPIES ARE
AVAILABLE ON REQUEST FROM THE
DIVISION OF BUSINESS SERVICES.

19

FIGURE 87-A-2

PERSONNEL ANALYSIS
BY MINORITY STATUS AND BY SEX
1985-86 THROUGH 1987-88

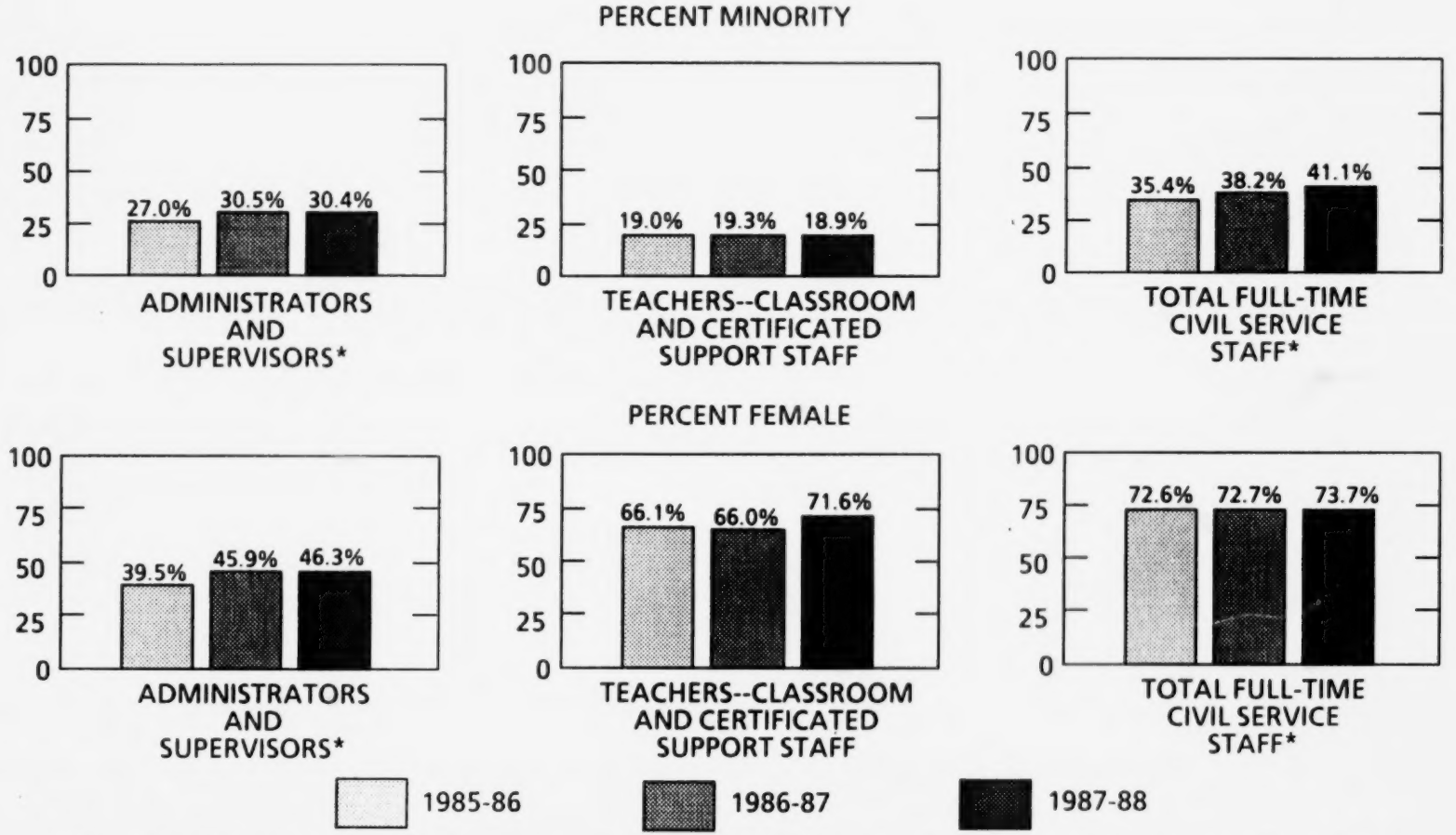
This figure shows the percentages of minority and female District staff members, as summarized by the Personnel Department from the federal Equal Employment Opportunity (EEO5) report. Staff is divided into three broad categories, administrators and supervisors, teachers - classroom and certified support staff, and full-time civil service. The staff reported are full time with permanent positions. A three-year synopsis is presented here.

The percentages minority have risen over the three school years for administrative staff and for civil service staff, but not for teaching staff. For 1987-88, the approximate percentages minority were 30 percent for administrative, 19 percent for teaching, and 41 percent for civil service.

Percentages female have risen over the three school years for administrative and teaching staff, but less so for civil service. For 1987-88, the approximate percentages female were 46 percent for administrative, 72 percent for teaching, and 74 percent for civil service.

FIGURE 87-A-2

PERSONNEL ANALYSIS
BY MINORITY STATUS AND BY SEX
1985-86 THROUGH 1987-88



*Nine (10 in 1987-88) Civil Service administrative personnel are included in the Administrators and Supervisors category rather than in the Civil Service category.

Source of Data: City School District Personnel Department: Summary of Equal Employment Opportunity (EEO5) Report prepared for Federal government.

SECTION B

CITY AND DISTRICT DEMOGRAPHY

SECTION B

CITY AND DISTRICT DEMOGRAPHY

This section presents information, some in a historical context, on city and county population and District enrollment, according to the following outline:

City Population Trends..... 87-B-1 through 87-B-2

County Demographic Data..... 87-B-3 through 87-B-5

District Enrollment Trends..... 87-B-6 through 87-B-9

Specific Group Enrollments..... 87-B-10 through 87-B-14

Additional analyses of District demography, including by-school data, are available in the Enrollment Report and the School Profiles (Comprehensive Assessment Report), published annually by the Department of Student Data, Testing and Records.

TABLE 87-B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

This table, derived from United States census data, shows population residing within Rochester's city limits for the years 1960, 1970 and 1980.

Total city population has declined since 1960, and its ethnic distribution has changed. In 1980, there were 76,870 fewer city residents than in 1960. During the same period, white population in the city decreased by 126,281 persons and nonwhite population increased by 49,411.

TABLE 87-B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

		1960	1970	1980
TOTAL		318,611	296,233	241,741
WHITE	NUMBER	294,383	244,118	168,102
	PERCENT	92.4%	82.4%	69.5%
NON-WHITE	NUMBER	24,228	52,115	73,639
	PERCENT	7.6%	17.6%	30.5%

Derived from United States census data.

TABLE 87-B-2

ETHNIC DISTRIBUTION OF CITY POPULATION
UNDER AGE 18

These tables provide an ethnic analysis of the city's pre-school and school-age population for the census years 1960, 1970 and 1980.

There has been a decrease during this time in the city's white pre-school population. Between 1970 and 1980, the number of the city's white residents under five years old decreased by 50 percent. In the same decade, there was a slight increase (7.8%) in the city's nonwhite preschool population.

During this twenty-year period, there was a 58 percent reduction in the city's white school-age population. Over the same period, the city's nonwhite school-age population increased by 271 percent (16,533 persons). In 1980, Rochester's school-age population was comprised of approximately equal proportions of whites and nonwhites.

TABLE 87-B-2

ETHNIC DISTRIBUTION OF CITY POPULATION UNDER AGE 18

			1960*	1970	1980
AGE UNDER 5	TOTAL		32,039	27,765	18,391
	WHITE	NUMBER	27,400	20,045	10,062
		PERCENT	85.5%	72.2%	54.7%
	NON WHITE	NUMBER	4,639	7,720	8,329
		PERCENT	14.5%	27.8%	45%
AGE 5-17	TOTAL		62,106	62,943	46,005
	WHITE	NUMBER	56,011	46,152	23,377
		PERCENT	90.2%	73.3%	50.8%
	NON WHITE	NUMBER	6,095	16,791	22.628
		PERCENT	9.8%	26.7%	49.2%

Derived from United States census data.

* The 1960 data was kept differently than the 1970 and 1980 data. By-race values were for age ranges 5-14 and 15-19 in 1960. The 15-19 data was also available by individual ages with all races combined. Tabled values reflect extrapolations from both these sets of data.

FIGURE 87-B-3

NUMBERS AND PERCENTAGES OF FAMILIES
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

This figure shows numbers and percentages of families in the City of Rochester and in Monroe County excluding Rochester who were below the poverty level according to the 1970 and 1980 United States censuses. Census data from 1970 is compared to that from 1980 for both segments of the population. Data values are estimated from sample data obtained in the censuses.

At the time of the 1970 census, 8.9 percent of city-resident families were below the poverty level. That percentage had risen to 14.5 at the time of the 1980 census. For Monroe County excluding Rochester, the percentage of families below the poverty level changed from 2.3 percent in 1970 to 2.8 percent in 1980. This data indicates a larger increase in the proportion of families below the poverty level in the City of Rochester than elsewhere in Monroe County between 1970 and 1980.

FIGURE 87-B-3

NUMBERS AND PERCENTAGES OF FAMILIES
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

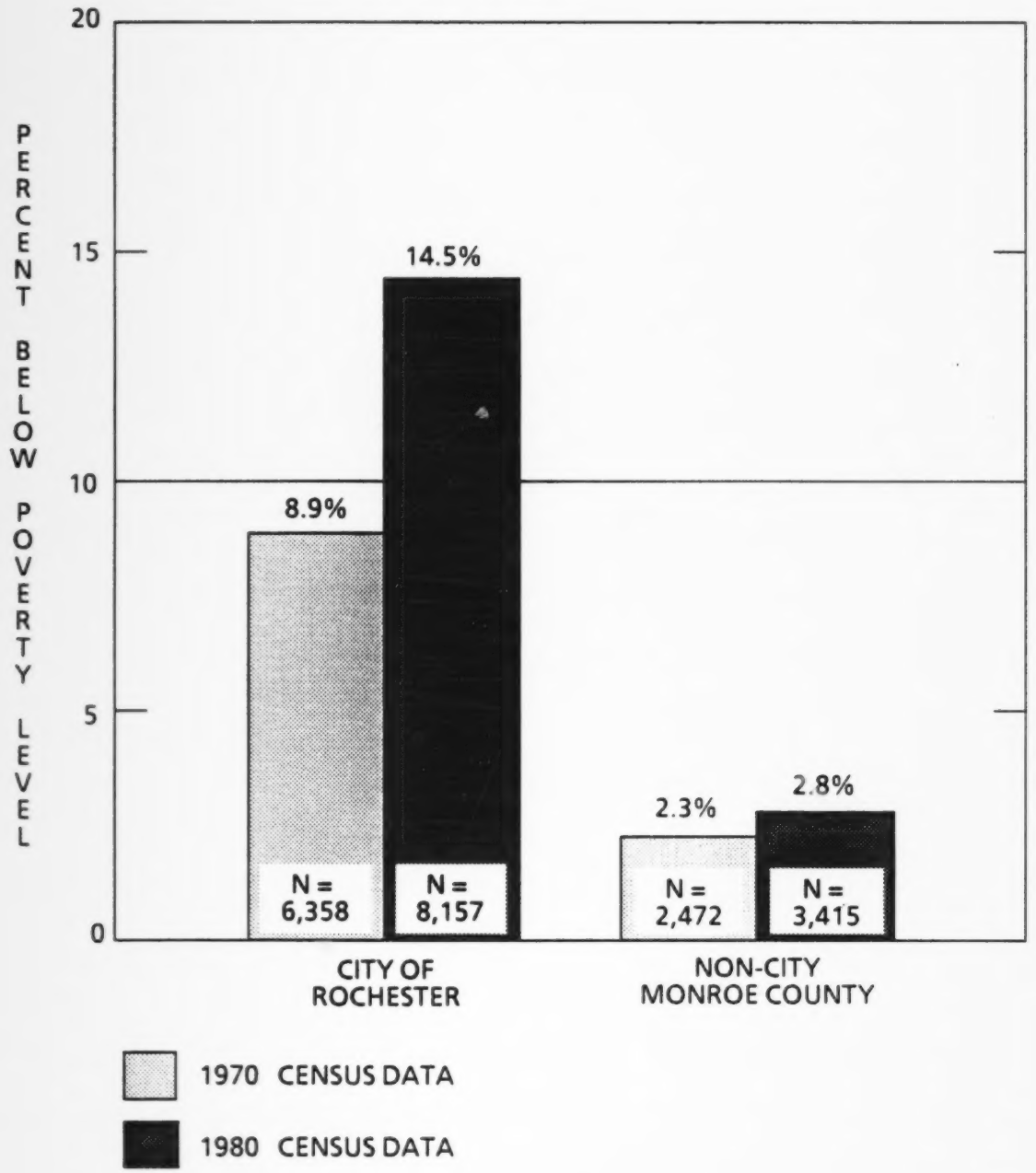


FIGURE 87-B-4

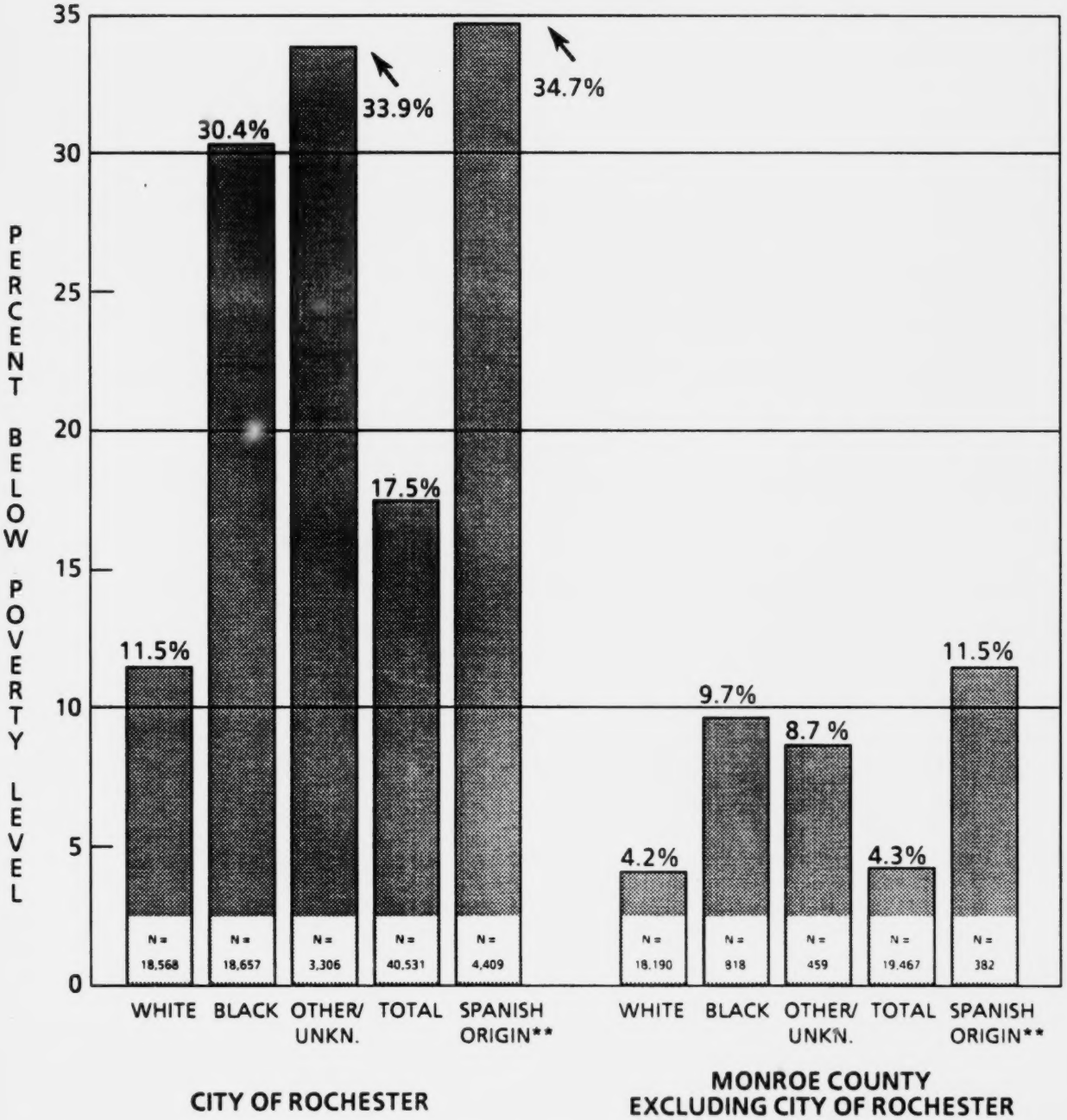
NUMBERS AND PERCENTAGES OF PERSONS
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
BY ETHNIC GROUP
1980 CENSUS DATA

This figure presents an ethnic analysis of persons below the poverty level according to the 1980 United States census. Persons living in the City of Rochester are compared to those living in Monroe County outside of the city. Percentages for each ethnic group are based upon the total number of persons in that group residing in the city or in Monroe County excluding the city. Spanish origin, which is regarded as an ancestral rather than a racial characteristic, is considered separately and not reflected in the total.

For each ethnic group (White, Black, Spanish Origin, Other/Unknown) and for the total, a higher percentage of city residents than of noncity residents falls below the poverty level. Among city residents, 30.4 percent of Blacks and 34.7 percent of persons of Spanish origin are below the poverty level. Among the total number of persons in Monroe County existing at or below the poverty level, the number of city residents (40,531) exceeds the number of non-city residents (19,467).

FIGURE 87-B-4

NUMBERS AND PERCENTAGES OF PERSONS BELOW POVERTY LEVEL CITY AND NON-CITY MONROE COUNTY BY ETHNIC GROUP 1980 CENSUS DATA



*"Total" includes "White," "Black," and "Other/Unknown," but not "Spanish Origin"; see following note.

**Duplicated count: Spanish origin is considered by the census to be an issue of ancestry rather than of race.

FIGURE 87-B-5

NUMBERS AND PERCENTAGES OF FAMILIES
WITH SINGLE PARENT
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

This figure shows numbers and percentages of families in the City of Rochester and in Monroe County excluding Rochester who were single-parent families according to the 1970 and 1980 United States censuses. Only families with one or more of their own children under age 18 are considered as part of the base. Census data from 1970 is compared to that from 1980 for both segments of the population. Values are estimated from sample data obtained in the censuses.

At the time of the 1970 census, 19.5 percent of city-resident families were single-parent families. That percentage had risen to 41.4 at the time of the 1980 census. For Monroe County excluding Rochester, the percentage of single-parent families changed from 5.1 percent in 1970 to 13.1 percent in 1980. While the proportion of single-parent families more than doubled in both the city and the county excluding Rochester during this ten-year period, the proportion in the city was at least three times higher than that in the county excluding Rochester in both 1970 and 1980.

FIGURE 87-B-5

NUMBERS AND PERCENTAGES OF FAMILIES
WITH SINGLE PARENT
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

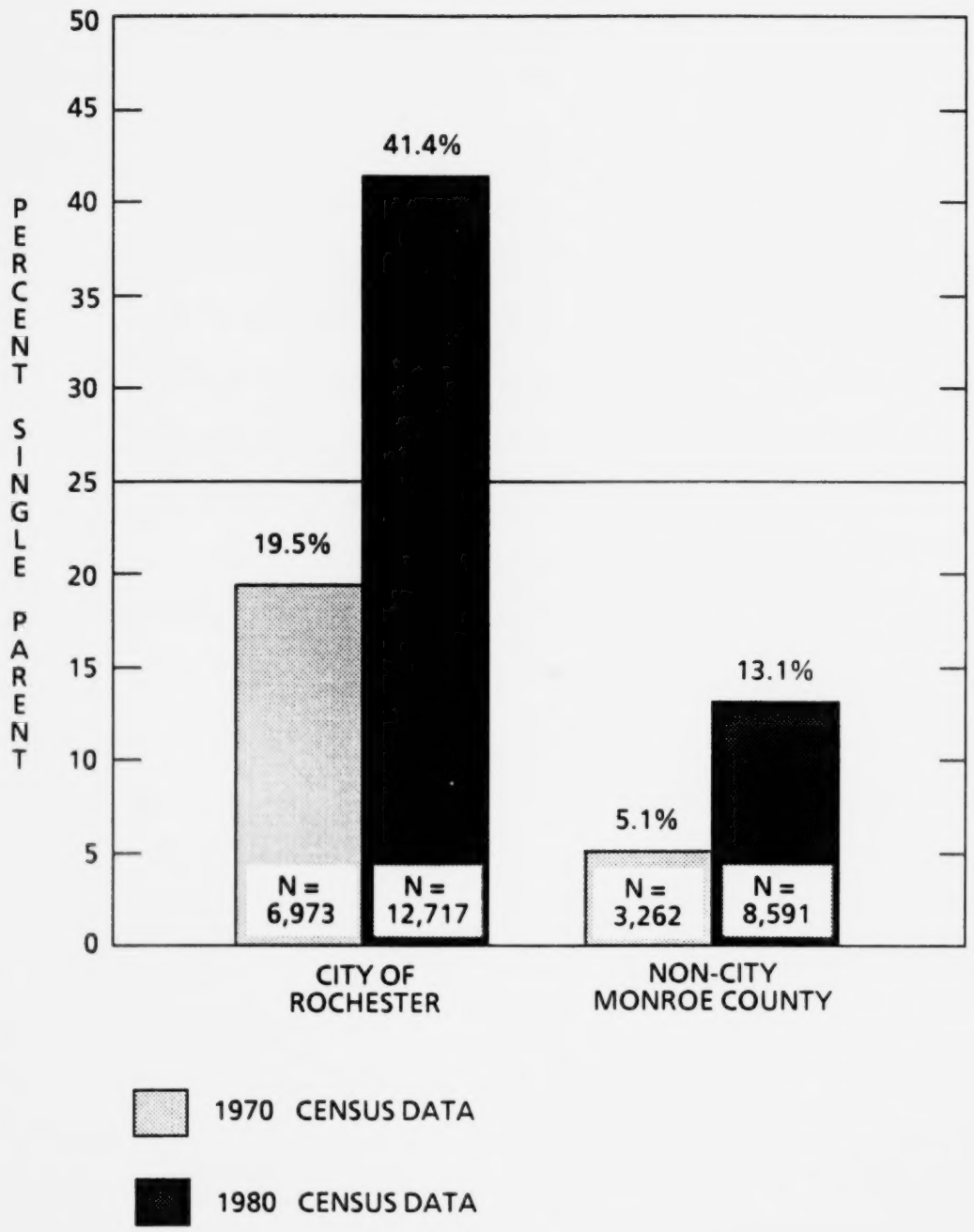


TABLE 87-B-6

DISTRICT ENROLLMENT
AND ETHNIC DISTRIBUTION
1977 THROUGH 1987

This table shows District enrollment from October 1977 through October 1987, with the percentage of change in enrollment computed from October 1975. The table also provides an analysis of Caucasian, Black, and Hispanic enrollments in the District for the same years and an analysis of all minority groups combined.

From the 1975 baseline figure (42,901), District 1987 enrollment declined a total of 25.5 percent. From October 1986 to October 1987, the decline was 0.9 percent.

The number of Caucasian students enrolled in the District decreased from 17,649 to 9,687 during this ten-year period. In October 1987, whites represented 30.3 percent of District enrollment.

While the number of Black students decreased from 17,940 to 17,151 during this period, the proportion of District enrollment which Blacks represent increased. In October 1987, Blacks accounted for 53.7 percent of District enrollment.

The number of Hispanic students enrolled in the District has increased from 3,324 to 4,175 since 1977. Their proportion of District enrollment was 13.1 percent in October 1987.

The number of minority students rose from 21,604 in 1977 to 22,263 in 1987. However, because of declining total enrollment, this represents a change in ten years from 55.0 percent to 69.7 percent.

TABLE 87-B-6

DISTRICT ENROLLMENT AND ETHNIC DISTRIBUTION 1977 THROUGH 1987

		1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
DISTRICT ENROLLMENT		39,253	37,172	35,255	35,284	34,563	34,086	33,206	32,830	32,348	32,224	31,950
PERCENTAGE CHANGE FROM PREVIOUS YEAR		-4.2%	-5.3%	-5.2%	+0.1%	-2.0%	-1.4%	-2.6%	-1.1%	-1.5%	-0.4%	-0.9%
PERCENTAGE CHANGE FROM 1975 (N = 42,901)		-8.5%	-13.4%	-17.8%	-17.8%	-19.4%	-20.5%	-22.6%	-23.5%	-24.6%	-24.9%	-25.5%
CAUCASIAN	NUMBER	17,649	16,184	14,828	14,373	13,425	12,625	11,846	11,310	10,591	10,190	9,687
	PERCENT	45.0%	43.5%	42.1%	40.7%	38.8%	37.0%	35.7%	34.5%	32.7%	31.6%	30.3%
BLACK	NUMBER	17,940	17,353	16,759	17,078	16,964	17,005	16,862	16,870	16,938	17,035	17,151
	PERCENT	45.7%	46.7%	47.5%	48.4%	49.1%	49.9%	50.8%	51.4%	52.4%	52.9%	53.7%
SPANISH SURNAME	NUMBER	3,324	3,269	3,226	3,263	3,425	3,599	3,661	3,777	3,940	4,008	4,175
	PERCENT	8.0%	8.8%	9.2%	9.2%	9.9%	10.6%	11.0%	11.5%	12.2%	12.4%	13.1%
OTHER	NUMBER	340	366	442	570	749	857	837	873	879	991	937
	PERCENT	0.9%	1.0%	1.3%	1.6%	2.2%	2.5%	2.5%	2.7%	2.7%	3.1%	2.9%
MINORITY	NUMBER	21,604	20,988	20,427	20,911	21.138	21,461	21,360	21,520	21,757	22,034	22,263
	PERCENT	55.0%	56.5%	57.9%	59.3%	61.2%	63.0%	64.3%	65.5%	67.3%	68.4%	69.7%

Derived from City School District enrollment and ethnic reports: October of school year.

Figures do not include prekindergarten.

Additional analyses of enrollment are found in tables 87-B-7 (by grade for five years), 87-B-11 (grade by ethnic), 87-B-13 (handicapped and alternative programs), 87-B-14 (students with special needs), 87-I-1 (handicapped students), and 87-J-1 (alternative program students).

TABLE 87-B-7

DISTRICT ENROLLMENT
K-12 AND NG BY GRADE
1983 THROUGH 1987

This table provides an analysis of District enrollment by grade from October 1983 through October 1987. It shows the K-12 organization and NG students. Most NG students are full-time Special Education students. Prefirst (an additional year's experience between kindergarten and first grade) became a formal part of the District's organization in 1986-87, but it was incorporated into official District enrollment figures only as of the October 1987 enrollment report. Even then, it was not distinguished from first grade in the October 1987 BEDS report. The total enrollment is also shown.

The table allows three types of analyses. Comparisons of enrollment by grade may be done across years. For example, the District's kindergarten enrollment was 2,286 in October 1983, 2,387 in October 1984, 2,491 in October 1985, and so on (upward diagonal analysis). The table also allows analysis of the District's enrollment by grade for a single year (vertical analysis). Finally, the table allows examination of the District's holding power from grade to grade at most grade levels over the period (horizontal analysis).

All grade enrollments have decreased from October 1983 to October 1987 except kindergarten, prefirst, grade 4, and NG. Kindergarten enrollment increased each year from 1983 to 1986, then declined somewhat in 1987, the year prefirst was inaugurated. First-grade enrollment also declined (by 275) from 1986 to 1987. The sum of enrollments kindergarten through first (including prefirst in 1987) increased (by 173) from 1986 to 1987.

TABLE 87-B-7

DISTRICT ENROLLMENT K-12 AND NG BY GRADE 1983 THROUGH 1987

OCT. 83	OCT. 84	OCT. 85	OCT. 86	OCT. 87
K 2286	K 2389	K 2491	K 2527	K 2490
PF NA	PF NA	PF NA	PF NA	PF 585
1 3043	1 2923	1 3085	1 3256	1 2881
2 2432	2 2486	2 2327	2 2428	2 2403
3 2419	3 2261	3 2277	3 2217	3 2303
4 2105	4 2308	4 2200	4 2222	4 2187
5 2206	5 2052	5 2203	5 2095	5 2113
6 2247	6 2088	6 1954	6 2078	6 1972
7 2531	7 2352	7 2140	7 2055	7 2132
8 2507	8 2292	8 2130	8 1977	8 1877
9 2918	9 2861	9 2798	9 2686	9 2882
10 2352	10 2355	10 2448	10 2267	10 2182
11 1929	11 1891	11 1980	11 2066	11 1685
12 1518	12 1421	12 1322	12 1334	12 1273
NG 2713	NG 3151	NG 2993	NG 3016	NG 2985
TL 33206	TL 32830	TL 32348	TL 32224	TL 31950

SOURCE OF DATA: District Enrollment Report, supplemented by NYS BED'S report.

TABLE 87-B-8

NUMBERS AND PERCENTAGES
STUDENTS RETAINED IN GRADE
BY GRADE AND BY SEX BY ETHNIC
JUNE 1987 TO OCTOBER 1987

This table displays counts of students who appeared on District files with the same grade level at the end of the 1986-87 school year and at the beginning of the 1987-88 school year. The counts are arranged by the October 1987, or new, grade level and by total. First, the official District October grade enrollment figure is shown, then the number of these students who were enrolled (with a meaningful grade level) the previous June. Next, the number in this latter category who had the same grade level from June to October is shown. Finally, this number is expressed as a percentage of that grade's matching enrollment. Since these numbers do not have the same relevance for kindergarten, prefirst, and nongraded students, a grades 1-12 subtotal represents the bottom line. Prefirst students are not included in the bottom line totals, although their status may be thought of as a form of retention. An additional analysis of retained students only is shown, indicating their percentages by sex and by major ethnic category.

At October grades 1 through 12, 2,721 students appear in the same grade as they did the previous June. This represents 10.7 percent of those students who were also enrolled the previous June. This percentage is highest for individual grades at grades 9, 10, and 11 (29.2%, 28.4%, and 22.2%, respectively) and at grade 1 (16.6%).

Retained students were 55 percent male, 45 percent female. Blacks constituted 62 percent of this group, Hispanics 14 percent, and whites 21 percent.

TABLE 87-B-8

NUMBERS AND PERCENTAGES STUDENTS RETAINED IN GRADE BY GRADE AND BY SEX BY ETHNIC JUNE 1987 TO OCTOBER 1987

OCTOBER 1987 GRADE	NUMBER OCTOBER 1987 GRADE	NUMBER ALSO ENROLLED JUNE 1987*	NUMBER SAME GRADE JUNE TO OCTOBER	PERCENT SAME GRADE JUNE TO OCTOBER
K	1,229	56	30	NA
PF	541	532	2	NA
1	2,621	2,530	420	16.6%
2	2,256	2,232	131	5.9%
3	2,189	2,159	99	4.6%
4	2,074	2,056	109	5.3%
5	2,016	2,004	78	3.9%
6	1,876	1,863	35	1.9%
7	2,007	1,987	118	5.9%
8	1,758	1,753	65	3.7%
9	2,644	2,510	732	29.2%
10	2,014	2,006	569	28.4%
11	1,582	1,578	351	22.2%
12	1,226	1,224	14	1.1%
NG	2,865	2,823	2,659	NA
TOTAL	28,898	27,313	5,412	NA
1-12	24,263	23,902	2,721	10.7%

GRADES 1-12 RETAINED STUDENTS ONLY (N = 2,721)					
	BLACK	HISPANIC	WHITE	OTHER	TOTAL
MALE	33%	8%	12%	2%	55%
FEMALE	28%	6%	9%	1%	45%
TOTAL	62%	14%	21%	3%	100%

*With an actual grade level indicating attendance. Analysis excludes prekindergarten.

NA = Not applicable.

Source of data: District data tapes: October 1987 official school year enrollment tape and June 1987 end of school year tape.

TABLE 87-B-9

GRADE BY AGE RANGE
1987-88

This table contains an analysis of District students' grade levels compared to their ages. "Normal age" is operationally defined as five years of age by December 1 for kindergarten, six years of age by December 1 for grade 1, seven for grade 2, and so on through all the grades. The "normal" age for prefirst was treated as six, the same as for first grade. The District's official October enrollment is shown and this figure is broken down into normal age, one year older than normal, two years older than normal, and three or more years older than normal. Finally, the sum of all students older than normal is expressed as a number and as a percentage of enrollment. Since the kindergarten, prefirst, and nongraded categories are not as appropriate for this analysis as are the other grades, the bottom line consists of a grades 1-12 subtotal.

For October grades 1-12, 12,095 students or 47.1 percent were older than normal for their grade level as operationally defined above. The individual grade percentages, excluding the 3.8 percent at kindergarten and the 2.4 percent at prefirst, range from a low of 33.8 percent at grade 1 and 32.1 percent at grade 12 to a high of 65.3 percent at grade 9. The percentages older than normal generally increase from grade 1 through grade 9. After grade 9, the percentages older than normal decline, as the total number and the number older than normal both decline.

TABLE 87-B-9

GRADE BY AGE RANGE
1987-88

OCTOBER 1986 GRADE	TOTAL NUMBER BY GRADE	NORMAL AGE OR LESS	ONE YEAR OLDER THAN NORMAL	TWO YEARS OLDER THAN NORMAL	THREE OR MORE YEARS OLDER	TOTAL OLDER THAN NORMAL	PERCENT OLDER THAN NORMAL
K	2,490	2,392	92	2	4	98	3.8%
PF	585	571	13	1	0	14	2.4%
1	2,881	1,908	932	39	2	973	33.8%
2	2,403	1,531	829	39	4	872	36.3%
3	2,303	1,401	851	50	1	902	39.2%
4	2,187	1,205	864	114	4	982	44.9%
5	2,113	1,235	745	129	4	878	41.6%
6	1,972	1,089	752	131	0	883	44.8%
7	2,132	1,078	855	191	8	1,054	49.4%
8	1,877	898	768	210	1	979	52.2%
9	2,882	1,001	1,003	670	208	1,881	65.3%
10	2,182	818	779	420	165	1,364	62.5%
11	1,685	766	614	232	73	919	54.5%
12	1,273	865	313	86	9	408	32.1%
NG	2,985	NA	NA	NA	NA	NA	NA
TOTAL	31,950	NA	NA	NA	NA	NA	NA
1-12	25,890	13,795	9,305	2,311	479	12,095	47.1%

Source of data: District data tape for official school year enrollment report: October of school year.

FIGURE 87-B-10

CITY RESIDENT STUDENTS
ENROLLMENT LOCATION
1982-83 THROUGH 1986-87

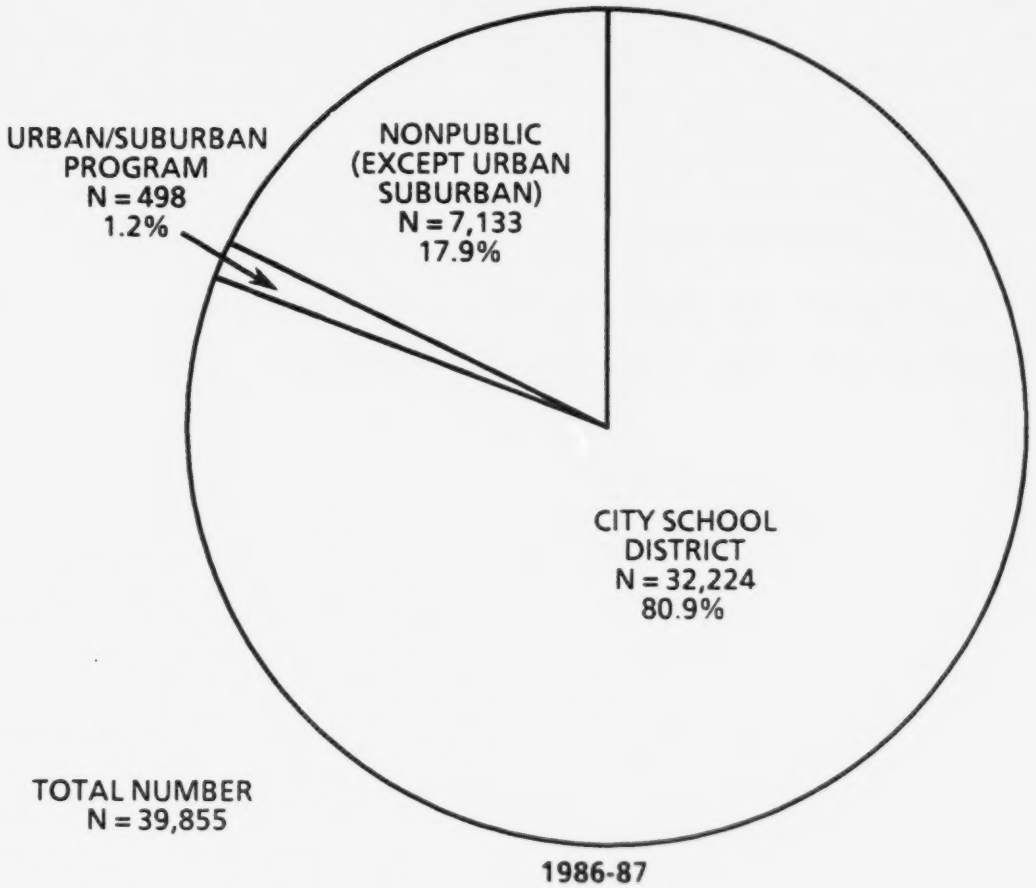
This figure provides an analysis of city-resident enrollment in public and nonpublic (parochial and private) schools (K-12 and nongraded) during the 1986-87 school year. The table at the bottom provides a longitudinal analysis of city-resident enrollment from 1981-82.

Of the total number (39,855), 80.9 percent or 32,224 students were enrolled in city public schools. The remaining 7,631 city residents were enrolled in either parochial and private schools or the Urban/Suburban program during this period. This is equivalent to 23.7 percent of the District's enrollment, and to 19.1 percent (nearly one in every five) of city-resident children in any school. Of the group of 7,631, 498 were in the Urban/Suburban Program.

A total of 8,713 city residents were enrolled in parochial and private schools or the Urban/Suburban program in 1982-83. This was equivalent to 20.4 percent of city-resident enrollment. In 1986-87, this number had declined to 7,631, but the percentage (19.1) remained relatively stable because District enrollment also had declined.

FIGURE 87-B-10

CITY RESIDENT STUDENTS ENROLLMENT LOCATION 1982-83 THROUGH 1986-87



	1982-83		1983-84		1984-85		1985-86		1986-87	
	N	%	N	%	N	%	N	%	N	%
CITY SCHOOL DISTRICT	34,086	79.6	33,206	79.5	32,830	79.9	32,348	80.0	32,224	80.9
URBAN/SUBURBAN	819	1.9	NA	NA	602	1.5	618	1.5	498	1.2
NONPUBLIC (EXCEPT URBAN/SUBURBAN)	7,894	18.4	NA	NA	7,681	18.7	7,450	18.4	7,133	17.9
NONPUBLIC SUBTOTAL	8,713	20.4	8,550	20.5	8,283	20.1	8,068	20.0	7,631	19.1
TOTAL	42,799	100.0	41,756	100.0	41,113	100.0	40,416	100.0	39,855	100.0

Source of data: Private and Parochial School Census, City School District (Department of Student Data, Testing, and Records).

TABLE 87-B-11

ENROLLMENT BY GRADE BY ETHNIC
OCTOBER 1987

This table provides an analysis of District enrollment by grade and ethnic category. Grades K through 12 are shown, as well as the nongraded (NG) category, which is comprised primarily of Special Education students. The District's major ethnic groups (Caucasian, Black, and Spanish Surname) are shown separately, along with minority/nonminority numbers and percentages. ("Nonminority" includes only Caucasian students.)

Of all District students, 69.7 percent are minority. The minority percentages of individual grades range from a low of 60.5 percent at grade 12 to a high of 72.4 percent at grade 9. With the exceptions of prefirst and grade 12, minority percentages are relatively consistent (within approximately five percentage points). The minority percentage decrease at grade 12 is attributable to a decline in minority enrollment between grades 11 and 12 (360 students) that is nearly seven times greater than the decline in nonminority enrollment between grades 11 and 12 (52 students), whereas the numbers of minority students at grade 11 is only approximately double the number of nonminority students.

TABLE 87-B-11

ENROLLMENT BY GRADE BY ETHNIC
OCTOBER 1987

GRADE	ETHNIC								
	NUMBER							PERCENT	
	CAUCA-SIAN	BLACK	SPANISH SURNM.	OTHER	TOTAL	NON-MINOR.	MINOR-ITY	NON-MINOR.	MINOR-ITY
K	783	1,314	322	71	2,490	783	1,707	31.4	68.6
PF	113	395	72	5	585	113	472	19.3	80.7
1	926	1,484	387	84	2,881	926	1,955	32.1	68.9
2	777	1,207	337	82	2,403	777	1,626	32.3	67.7
3	745	1,156	332	70	2,303	745	1,558	32.3	67.7
4	626	1,194	304	63	2,187	626	1,561	28.6	71.4
5	626	1,128	294	65	2,113	642	1,471	30.4	69.6
6	595	1,057	266	54	1,972	595	1,377	30.2	69.8
7	590	1,191	301	50	2,132	590	1,542	27.7	72.3
8	544	1,026	247	60	1,877	544	1,333	29.0	71.0
9	795	1,604	387	96	2,882	795	2,087	27.6	72.4
10	668	1,182	258	74	2,182	668	1,514	30.6	69.4
11	555	892	175	63	1,685	555	1,130	32.9	67.1
12	503	609	113	48	1,273	503	770	39.5	60.5
NG	841	1,712	380	52	2,985	841	2,144	28.2	71.8
TOTAL	9,687	17,151	4,175	937	31,950	9,687	22,263	30.3	69.7

FIGURE 87-B-12

DISTRICTWIDE KINDERGARTEN SCREENING
1985-86 AND 1986-87

This figure displays results of the State-mandated Districtwide screening program. Only results for kindergartners are shown here, although the program screens other students also, such as new entrants at K-12 and low achieving students at grades 3 and 8. Two school years' results are shown. Various conditions in need of attention are identified; each of these is shown as a percentage of the total, since a single student may have more than one condition identified. (Thus there may be "overlap" between the problem groups identified; the unduplicated number of students identified was not readily available.) The number of students identified by the screening process as requiring special attention or assistance is also shown; these are divided into three subcategories. These numbers are contrasted with the number referred as possibly handicapped to the Committee on Special Education (CSE) and the number actually found handicapped by the CSE. The number of students screened in 1985-86 (2,443) is different from the kindergarten Basic Educational Data System (BEDS) count (2,491), and the latter was used to calculate percentages for the CSE data.

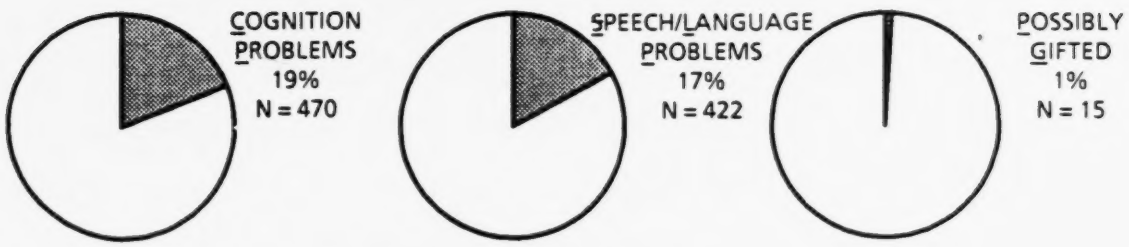
The percentages of kindergarten students identified by the screening process were generally higher in 1986-87 than they had been in 1985-86 (except for Cognition Problems). In general, larger percentages of students were identified as having cognitive problems than psychomotor problems. Affective domain problems are not reported separately in the screening process. A relatively small percentage of students (1%) was identified as Possibly Gifted.

Recommendations for special attention resulting from the screening process totaled 469 (19%) in 1985-86. They fall into three subcategories, "Possibly Handicapped" (1%), "Teacher Observation" (17%), and "In-School Assistance" (1%). During the same year, 11 percent of kindergarten students were referred to CSE as possibly handicapped and 8 percent were actually found handicapped. Some facts associated with these data follows. Some kindergarten students (e.g., those entering from the "Twixt 3 and 5" preschool special education program) are not subjected to the screening process. Likewise, the screening process does not handle any students already referred to CSE. Finally, the kindergarten screening takes place from the beginning of school until only December 1 each school year; CSE referrals are a year-round process.

FIGURE 87-B-12

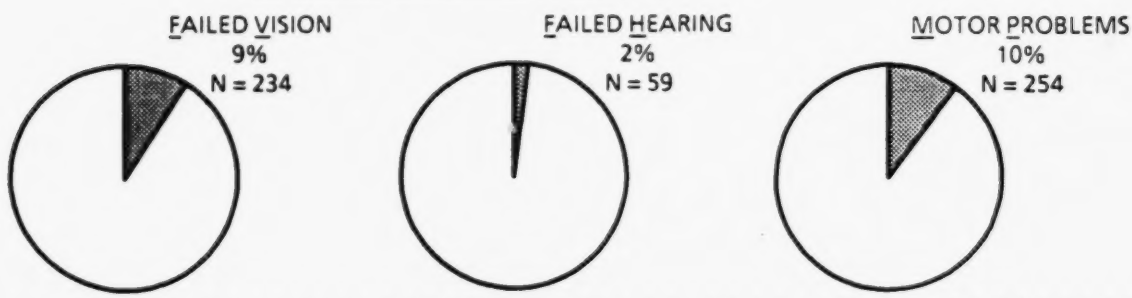
DISTRICTWIDE KINDERGARTEN SCREENING 1985-86 AND 1986-87

COGNITIVE 1986-87 (N = 2,484)



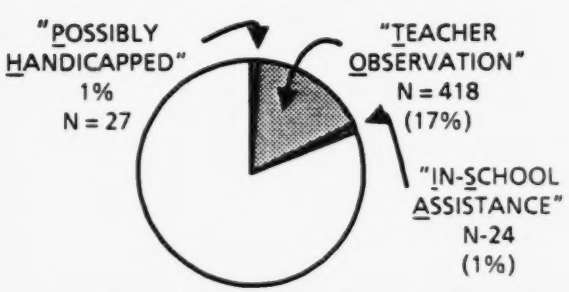
AFFECTIVE NO SCREENING

PSYCHOMOTOR 1986-87 (N = 2,484)



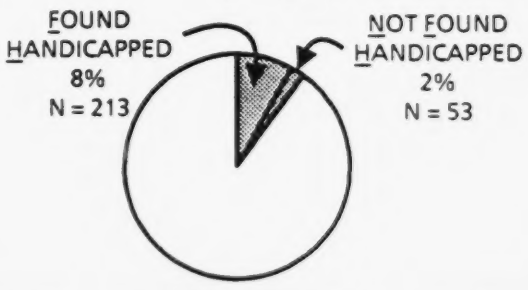
COMPARISON OF KINDERGARTEN FINDINGS 1985-86

DISTRICTWIDE SCREENING PROGRAM (N = 2,443)



SUBTOTAL REQUIRING SPECIAL ATTENTION
N = 469 (19%)

COMMITTEE ON SPECIAL EDUCATION (CSE) (N = 2,491)



SUBTOTAL REFERRAL AS POSSIBLY HANDICAPPED
N = 266 (11%)

SCH. YR.	CP	S/LP	PG	FV	FH	MP	PH (DSP)	TO (DSP)	ISA (DSP)	RSA (DSP) (SUB TOT.)	FH (CSE)	NFH (CSE)	RPH (CSE) (SUB TOT.)
1985-86	21%	10%	1%	6%	1%	5%	1%	17%	1%	19%	8%	2%	11%
1986-87	19%	17%	1%	9%	2%	10%	1%	22%	1%	24%	NA	NA	NA

Sourceof data: Pupil Personnel Services: 1985-86 and 1986-87 reports on State Mandated Districtwide Screening Process; plus Special Instructional Services for CSE data.

TABLE 87-B-13

NUMBERS AND PERCENTAGES OF ENROLLMENT
IN HANDICAPPED CATEGORY AND ALTERNATIVE PROGRAMS
1986-87

This table shows the numbers and percentages of students enrolled in District Handicapped (Special Education) Programs, Alternative Programs, and in these two categories combined. The Handicapped Program figures are based on actual counts from the December 1, 1987 Pupils with Handicapping Conditions report (PHC-1) sent to the State Education Department. The numbers reported here exclude students who are not formally enrolled in the District but receive their Special Education services either directly from the District or under the auspices of the District. The Alternative Program numbers are based on actual October 1987 enrollment. The combined figures are an unduplicated count; that is, students who are in both Special Education and an Alternative Program are counted only once. The unduplicating process was based on figures from the October data, and the number of duplicated students was then subtracted from the PHC-1 number.

There were 4,444 (4,562 minus 22 BOCES and 96 dual-enrollment) handicapped students (13.9% of total enrollment) in the District on December 1, 1987. October 1987 enrollment in Alternative Programs was 473 students (1.5% of total enrollment). The combination of these categories includes 4,808 District students (15.0% of total enrollment).

TABLE 87-B-13

NUMBERS AND PERCENTAGES OF ENROLLMENT IN HANDICAPPED CATEGORY AND ALTERNATIVE PROGRAMS 1987-88

DISTRICT ENROLLMENT[1]	31,950
HANDICAPPED ENROLLMENT[2]	
NUMBER	4,444
PERCENT OF DISTRICT ENROLLMENT	13.9%
ALTERNATIVE PROGRAM ENROLLMENT[3]	
NUMBER	473
PERCENT OF DISTRICT ENROLLMENT	1.5%
HANDICAPPED AND ALTERNATIVE ENROLLMENT (UNDUPLICATED)[4]	
NUMBER	4,808
PERCENT OF DISTRICT ENROLLMENT	15.0%

[1] Excludes prekindergarten. Based on the District's official October (BEDS) enrollment.

[2] Numbers are based on counts from the December 1, 1987 Pupils with Handicapping Conditions (PHC-1) report sent to the State Education Department. This school year's version of the report excludes agency placements, institutional deaf and blind, and developmental and psychiatric centers. Furthermore, 22 students receiving services through BOCES and 96 "dual enrollment" students from parochial or private schools (receiving special services through the District at the Related Service Only or Resource level) are excluded from this analysis this school year.

[3] Numbers are based on the data tape for the District's official October (BEDS) enrollment report. Alternative Programs are Center Senior High School, Center Junior High School, Special Placement Center, Young Mothers Program, Secondary Home/Hospital Tutoring, and Elementary Home/Hospital Tutoring.

[4] Unduplicated count means that students who are both Handicapped and in an Alternative Program are counted only once. Note that the Handicapped figures are from December 1, 1987, but alternative program figures and the unduplicating figures are from the first week of October 1987.

Refer to Table 87-I-4 for a more detailed longitudinal analysis of Handicapped enrollment through 1987-88, and to Table 87-J-1 for a more detailed longitudinal analysis of Alternative Program enrollment through 1987-88.

TABLE 87-B-14

ESTIMATED NUMBERS AND PERCENTAGES
OF STUDENTS WITH SPECIAL NEEDS
1987-88

This table shows the estimated number of District students with special needs for 1987-88. These students are shown in three broad categories: Handicapped (Special Education), Limited English Proficiency (LEP), and Educationally Disadvantaged (ED). The number of students and percentage of District enrollment in each of these groups is shown. The subtotal of the first two categories is also shown both in numbers and as a percentage of the District's October enrollment. The subtotal is an unduplicated count, i.e., a student who is classified as both Handicapped and LEP is counted only once. Finally, an estimated number of all remaining students who are educationally disadvantaged is developed, and this is added to the Handicapped/LEP count. This total of pupils with special needs of various kinds is expressed also as a percentage of District enrollment.

Estimates of numbers of students with special needs were prepared in previous school years and reported in prior editions of this report. Those estimates did not include the LEP category as such. Also, the estimating procedures may have been less sophisticated than those developed for the current report. It is the feeling of the project manager that the estimates for the current school year are probably more accurate than those for previous years, which, consequently, are not repeated in this edition.

The number of relevant Handicapped students was 4,701. The number of LEP students was 1,763. The combined (unduplicated) total of these two categories was 6,209. Educationally disadvantaged students, neither Handicapped or LEP, were estimated to be 7,476 in number. The total estimated special needs population was 13,685, 42.8 percent of District enrollment.

TABLE 87-B-14

ESTIMATED NUMBERS AND PERCENTAGES OF STUDENTS WITH SPECIAL NEEDS 1987-88

	1987-88
NUMBER OF HANDICAPPED STUDENTS (SPECIAL EDUCATION)[1]	4,701
NUMBER OF LIMITED ENGLISH PROFICIENCY STUDENTS (LEP)[2]	1,763
HANDICAPPED AND/OR LEP (UNDUPLICATED COUNT)[3]	6,209
ESTIMATED NUMBER OF EDUCATIONALLY DISADVANTAGED STUDENTS NOT HDCP'D. OR LEP (ED)[4]	7,476
TOTAL STUDENTS WITH SPECIAL NEEDS (HDCP'D. AND/OR LEP, PLUS ED)	13,685
DISTRICT ENROLLMENT	31,950
SPECIAL NEEDS STUDENTS PERCENT OF DISTRICT ENROLLMENT	42.8%

Analysis excludes prekindergarten.

[1] Handicapped data exclude 22 students receiving services at BOCES and 86 "dual enrollment" students from parochial or private schools receiving special services through the District, all of whom are reported in the PHC-1 report. These students are not part of the District's formal enrollment.

[2] The LEP category numbers reported here are based on a newly revised formula consistent with State Education Department guidelines. They include any student from a foreign language home setting who is scoring poorly in reading.

[3] The Handicapped and/or LEP subtotal is less than the sum of the two component categories, since in some cases the same student may fall into both categories, i.e., be both Handicapped and LEP. Such students are counted once only in the subtotal (the unduplication process).

[4] Educational disadvantagement or deficiency estimates were bases on students found deficient in one or more of the basic skill areas of reading, writing, and mathematics. Deficiency, and consequent need for remediation, is determined differently at different grades, but basically this determination is related to actual performance on State (PEP, PCT, RCT) or national (California or Stanford) tests or projections of this performance to the untested populations.

SECTION C

ACHIEVEMENT

SECTION C

ACHIEVEMENT

This section presents information, sometimes in a historical and/or comparative framework, which describes District students' performance on various measures of academic performance, according to the following outline:

Standardized Achievement Tests (Nationally Normed)	87-C-1	through	87-C-19
New York State Pupil Evaluation Program (PEP) and Program Evaluation Tests	87-C-20	through	87-C-26
New York State Preliminary Competency Tests	87-C-27	and	87-C-28
New York State Regents Competency Tests	87-C-29	and	87-C-30

Additional testing data, including by-school information, is available in the School Profiles (Comprehensive Assessment Report), published annually by the Department of Student Data, Testing, and Records.

FIGURE 87-C-1

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
READING AND MATHEMATICS COMBINED
GRADES 1-12
1977 THROUGH 1987

This figure displays two complementary views of longitudinal achievement in the District. Both views show reading and mathematics scores combined for simplicity. The dots represent the national percentile rank central value of these basic skills scores for grades 1 through 12 from spring testing each year from 1977 through 1987. Full-time Special Education students and most resource (part-time Special Education) students are excluded from this figure. Scores for out-of-level tested students are also excluded for the spring 1987 results.

The figure is broken by the words "CHANGE OF TEST" between 1979 and 1980 and between 1985 and 1986. The note at the the bottom of the figure identifies the tests in question. The relationships between them are described below. (For the 1979 to 1980 data, an implicit presumption of equation was made. More detailed information on that transition is presented in footnotes to Figures 87-C-5 through 8.) Also, the change from the use of mean-based percentile rank scores to median percentile rank scores had the effect of lowering the composite actual 1986 score 1.6 percentile points for grades 1-12 combined.

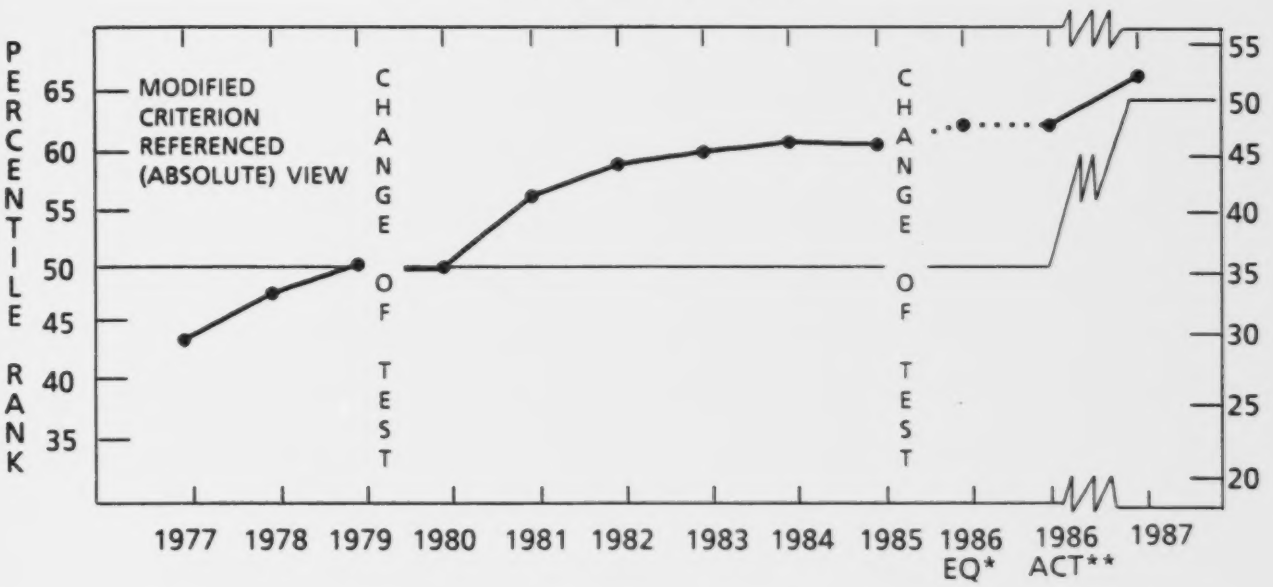
The first view, a modified criterion-referenced or absolute view, attempts to show basic skills achievement as measured against an unchanging standard. The results of an equating study done in spring 1985 linking the old Metropolitan test with the new California tests are utilized in this view. A by-grade average of the equating factors from California to Metropolitan indicates a 14.3 percentile rank difference value near the median (Metropolitan higher than California). Consequently, to reflect absolute achievement, the actual 1986 California scores, as well as the higher 1987 scores, are shown on an adjusted (right) percentile marginal scale (adjusted up 14.3 points). Naturally, the 1986 California values equated to Metropolitan appear on the same (left) marginal scale as the rest of the first view portion of the figure. (No effort was made in this figure to do an analogous marginal scale adjustment between 1979 and 1980.)

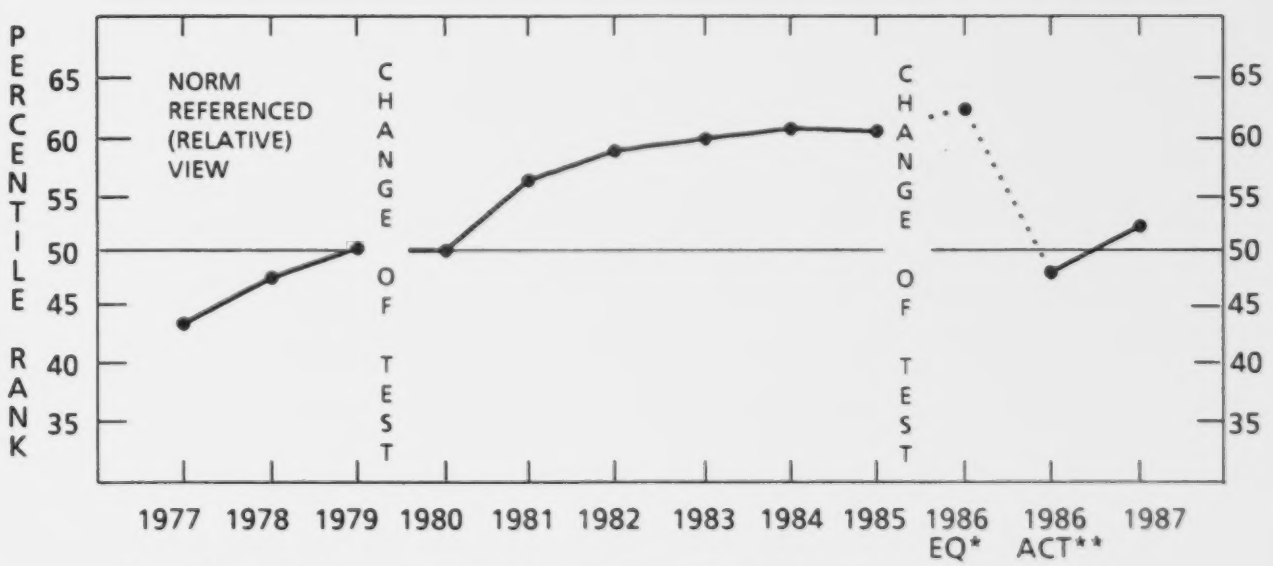
The second view, a norm-referenced or relative view, shows a perhaps more familiar approach. The difference between the equated 1986 California values and the actual 1986 California values appears as a 14.3 percentile rank difference on the common marginal scale, which in fact applies to two different norming samples. The 1987 scores show improvement over the actual 1986 scores.

Both of these two contextual views are compatible, as a comparison of the score values and marginal values on each will verify.

FIGURE 87-C-1

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
READING AND MATHEMATICS COMBINED
GRADES 1-12
1977 THROUGH 1987





*EQ = California scores equated to Metropolitan equivalent values.
**ACT = Actual California scores.

From 1976 to 1979 the Metropolitan Achievement Tests, 1970 edition, were used at grades 1-8 in reading and mathematics. At grades 9-12 the Gates-MacGinitie Reading Test, 1964 edition, was used in reading and the Stanford Test of Academic Skills, 1973 edition, in mathematics. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades 1-12. In spring 1986 the California Achievement Tests, 1985 edition, were used at grades 1-12. For 1976 through 1985, the values shown are national percentile ranks corresponding to mean normal curve equivalents (NCE); For 1986 and 1987, the values shown are median percentile ranks.

FIGURE 87-C-2

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985, 1986, 1987
READING

This figure displays reading achievement scores from the spring administrations of standardized achievement tests in 1985, 1986, and 1987. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

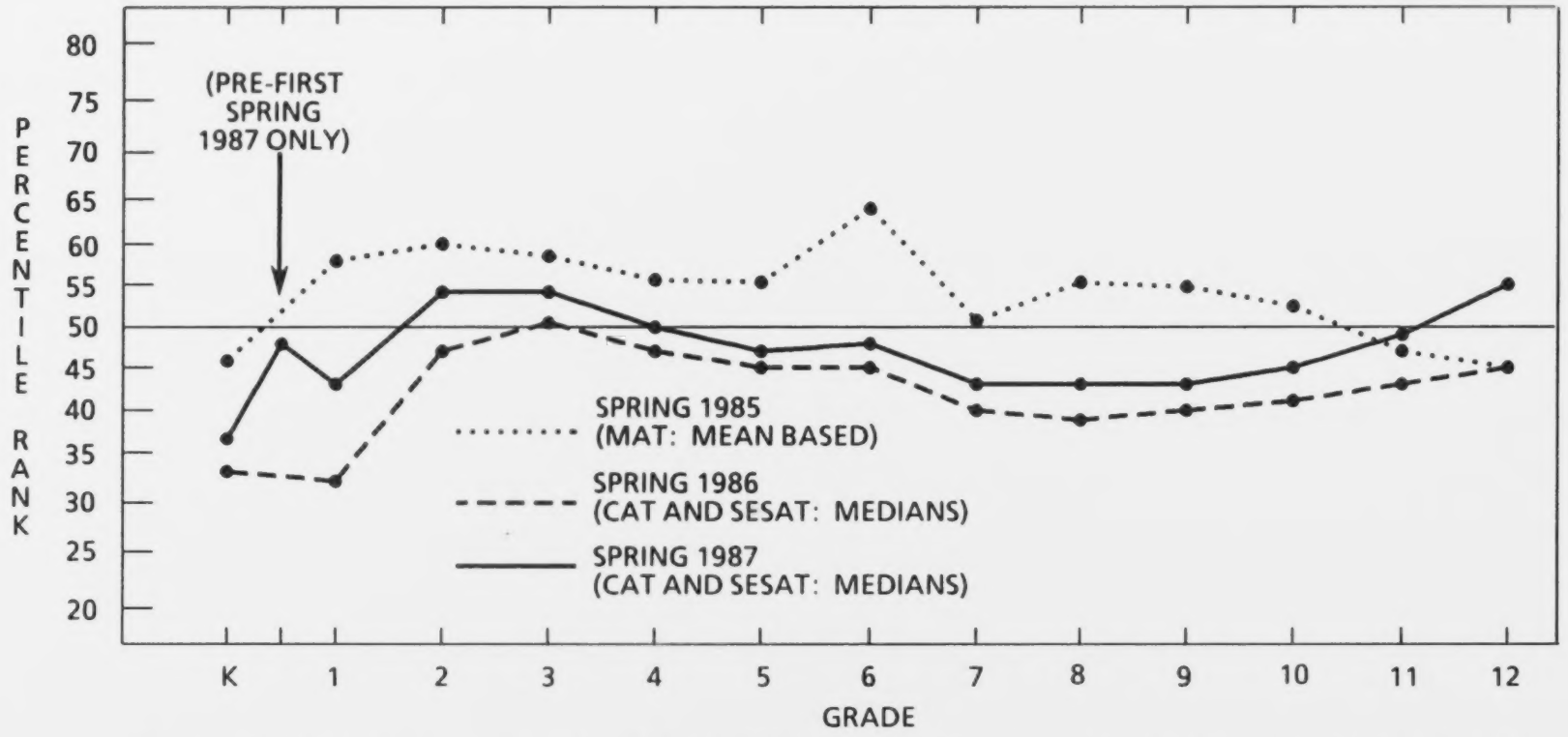
Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure. Scores for out-of-level tested students are also excluded for the spring 1987 results.

The note at the bottom of the figure identifies the tests used each spring. The change from the use of mean-based percentile rank scores to median percentile scores had the effect of lowering the 1986 and 1987 reading scores relative to the 1985 scores by an average of 2.5 percentile points on a by-grade basis.

The data show that reading performance in 1985, as measured against the 1978 norms of the Metropolitan test, was generally in the 50th to 60th percentile range. The 1986 data show reading performance was generally in the 40th to 50th percentile range (30th to 35th at kindergarten and grade 1). This indicates, in general, a decline in reading performance in relative or norm-referenced terms. The 1987 data show a somewhat similar trend, with reading performance being generally in the 40th to 55th percentile range, though the values are uniformly somewhat higher than those in 1986. Kindergarten results, though improved, are still below the 40th percentile. First grade results are higher than the previous year, but pre-first (an additional year's experience between kindergarten and first grade) results have been subtracted from the first grade results. Pre-first students were tested with the kindergarten test and their scores interpreted with beginning of grade 1 norms.

FIGURE 87-C-2

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985, 1986, 1987
READING



The test series changed between the spring 1985 and 1986 administrations. At that point, a local equating study was done for grades 1-12 only, the results of which are reflected and described in Figures 87-C-1 and 87-C-5 through 8. In spring 1985 the Metropolitan Achievement Tests, 1978 edition (MAT), were used K-12. In spring 1986 the Stanford Early School Achievement test, 1982 edition (SESAT), was used at kindergarten and the California Achievement Tests, 1985 edition (CAT), at grades 1-12. In spring 1987 the same tests as in 1986 were used, except that the SESAT was used at pre-first, an additional year's experience between K and 1 instituted during the 1986-87 school year. For 1985 the values shown are percentile ranks corresponding to the mean normal curve equivalent (NCE). For 1986 and 1987 the values shown are median percentile ranks. Data values for this figure are found in Table 87-C-4.

FIGURE 87-C-3

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985, 1986, 1987
MATHEMATICS

This figure displays mathematics achievement scores from the spring administrations of the standardized achievement tests in 1985, 1986, and 1987. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

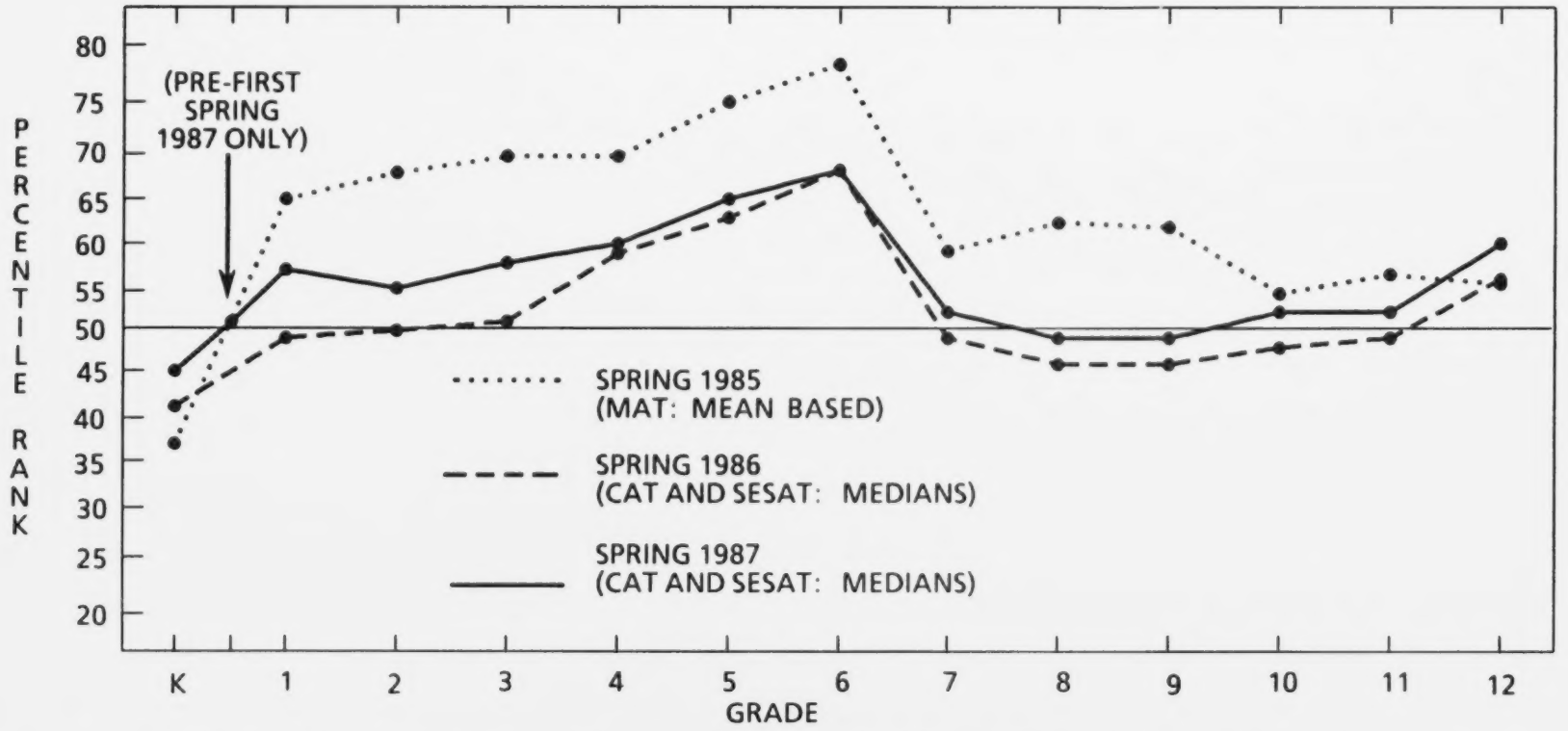
Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure. Scores for out-of-level tested students are also excluded for the spring 1987 results.

The note at the bottom of the figure identifies the tests used each spring. The change from the use of mean-based percentile rank scores to median percentile scores had the effect of lowering the 1986 and 1987 mathematics scores relative to the 1985 scores by an average of 1.9 percentile points on a by-grade basis.

The data show that mathematics performance in 1985, as measured against the 1978 norms of the Metropolitan test, was generally in the 65th to 75th percentile range at elementary grades (40th at kindergarten) and in the 55th to 60th percentile range at secondary grades. The 1986 data show mathematics performance was at the 41st percentile at kindergarten, in the 46th to 51st percentile range at grades 1-3 and 7-11, and in the 56th to 68th at grades 4-6 and 12. This indicates, in general, a decline in mathematics performance in relative or norm-referenced terms. The 1987 data are roughly analogous to the 1986 data, though generally somewhat higher. Kindergarten results moved slightly above the 40th percentile. First grade results show more substantial improvement over 1986 than other grades, but pre-first (an additional year's experience between kindergarten and first grade) results have been subtracted from the first grade results. Pre-first students were tested with the kindergarten test and their scores interpreted with beginning of grade 1 norms.

FIGURE 87-C-3

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985, 1986, 1987
MATHEMATICS



The test series changed between the spring 1985 and 1986 administrations. At that point, a local equating study was done for grades 1-12 only, the results of which are reflected and described in Figures 87-C-1 and 87-C-5 through 8. In spring 1985 the Metropolitan Achievement Tests, 1978 edition (MAT), were used K-12. In spring 1986 the Stanford Early School Achievement test, 1982 edition (SESAT), was used at kindergarten and the California Achievement Tests, 1985 edition (CAT), at grades 1-12. In spring 1987 the same tests as in 1986 were used, except that the SESAT was used at pre-first, an additional year's experience between K and 1 instituted during the 1986-87 school year. For 1985 the values shown are percentile ranks corresponding to the mean normal curve equivalent (NCE). For 1986 and 1987 the values shown are median percentile ranks. Data values for this figure are found in Table 87-C-4.

TABLE 87-C-4

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985, 1986, 1987

This table contains the reading and mathematics achievement scores from the spring administrations of standardized achievement tests in 1985, 1986 and 1987. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. For spring 1987, scores for pre-first students also are reported. The values shown are the national percentile rank of the central value of scores at each grade level.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure. Scores for out-of-level tested students also are excluded for the spring 1987 results.

This table contains the values of the information displayed graphically and described in Figures 87-C-2 and 87-C-3.

TABLE 87-C-4

CENTRAL PERCENTILE VALUES
SPRING STANDARDIZED ACHIEVEMENT TESTS
1985, 1986, 1987

GRADE		K	PRE-FIRST	1	2	3	4	5	6	7	8	9	10	11	12
READING	1985	45.8	NA	57.7	59.8	58.3	55.5	55.3	63.7	51.0	55.3	54.7	52.3	47.0	45.1
	1986	33.0	NA	32.0	47.0	50.5	47.0	45.0	45.0	40.0	39.0	40.0	41.0	43.0	45.0
	1987	37.0	48.0	43.0	54.0	54.0	50.0	47.0	48.0	43.0	43.0	43.0	45.0	49.0	55.0
GRADE		K	PRE-FIRST	1	2	3	4	5	6	7	8	9	10	11	12
MATHE-MATICS	1985	36.8	NA	65.0	67.9	69.4	69.6	75.0	78.3	59.2	62.5	61.9	54.4	56.6	55.3
	1986	41.0	NA	49.0	50.0	51.0	59.0	63.0	68.0	49.0	46.0	46.0	48.0	49.0	56.0
	1987	45.0	51.0	57.0	55.0	58.0	60.0	65.0	68.0	52.0	49.0	49.0	52.0	52.0	60.0

Values shown are percentile ranks corresponding to the mean normal curve equivalent (NCE) for 1985 and median percentile ranks for 1986 and 1987.

These are the values shown in figures 87-C-2 and 87-C-3.

FIGURE 87-C-5

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY READING
1979 THROUGH 1987

This figure displays grades K through 6 reading achievement scores for the spring administrations of standardized achievement tests from 1979 through 1987. Scores are grouped into national norm achievement quarters. Before 1983, only nongraded students (NG, which included most full-time Special Education students) were excluded from this analysis. After 1982, all full-time Special Education students, most Resource students, and all nongraded students were excluded. That exclusion of additional Special Education students raised reported achievement levels. Scores for out-of-level tested students are also excluded for the spring 1987 results.

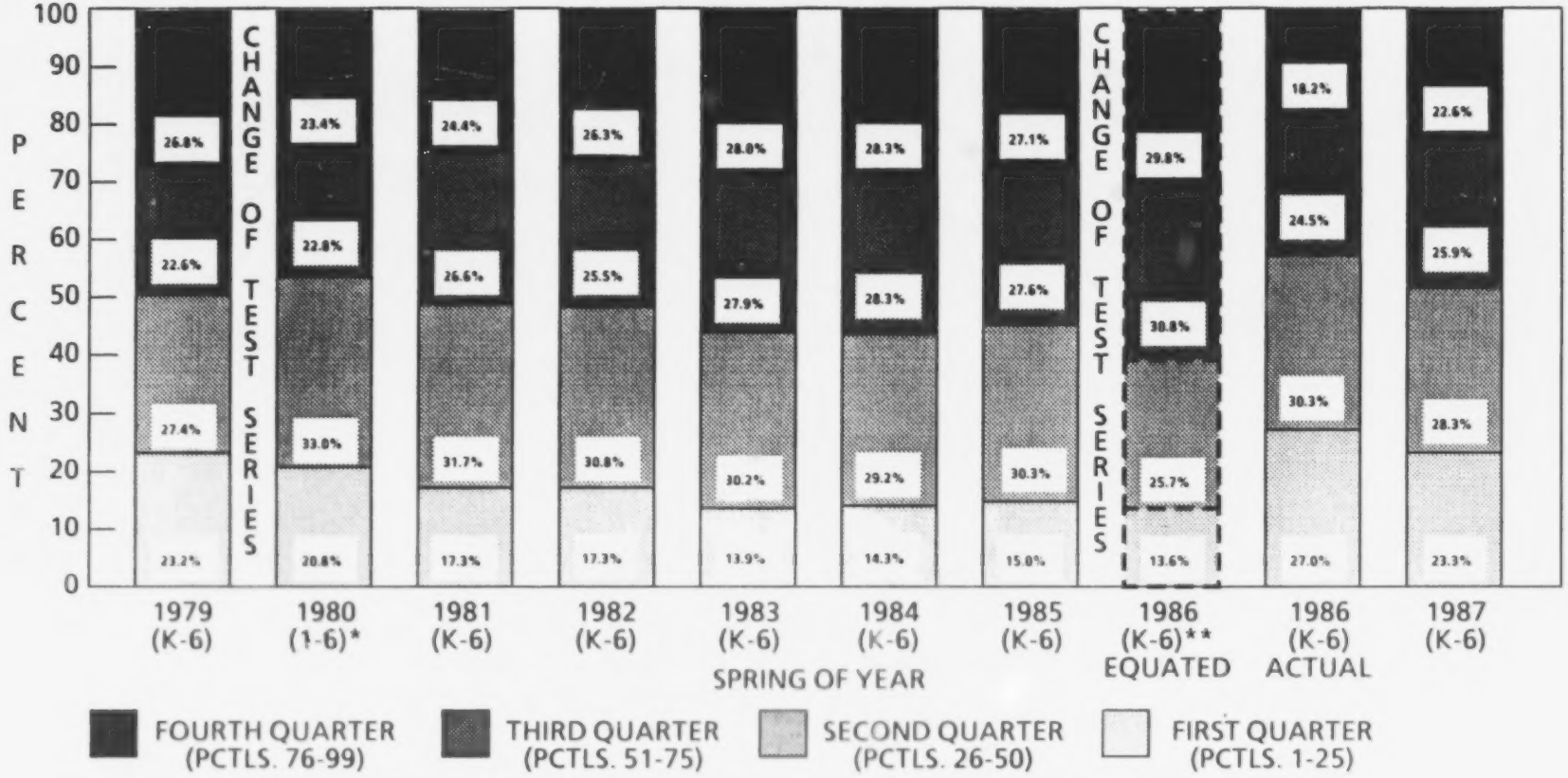
The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. However, in interpreting the local equating study results, it must be borne in mind that they apparently show the impact of a "long-term practice effect" for the Metropolitan test, which in turn creates some artificial upward effect on the equated values shown, at least at grades 1-3. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 scores four-tenths of a percentile point for elementary reading.

The overall trend of grades K-6 reading scores from 1979 through 1985 had been toward higher achievement. The lowest quarter had decreased (23.2% to 15.0%), the highest quarter had remained stable (26.8% to 27.1%), and the proportion above the 50th percentile had increased (49.4% to 54.7%). The 1986 data implied a continuation of that trend in an absolute or criterion-referenced context. On the contrary, the overall trend from 1980 to 1986 in a relative or norm-referenced context had been toward lower achievement. For 1987, however, elementary reading scores improved on the actual 1986 results, showing a greater proportion of students in the upper quarter (18.2% to 22.6%) and a smaller proportion in the lowest quarter (27% to 23.3%). Comparing 1980 to 1987, the picture is mixed; the 1987 CAT results show a larger proportion of students in the lowest quarter (20.8% to 23.3%), a slightly smaller proportion in the highest quarter (23.4% to 22.6%), but a larger proportion above the 50th percentile (46.2% to 48.5%).

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 87-C-5

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY READING
1979 THROUGH 1987



*No kindergartners' tests were scored in spring 1980.

**Only grades 1-6 equated; K is actual.

Test series changed between the spring 1979 and 1980 administrations: in reading at grades 1-6, the publisher's equating data indicated that the earlier test tended to overstate achievement relative to the later test; at the kindergarten level, the relationship was uncertain. In 1979 the Tests of Basic Experiences, 1970 edition, were used at kindergarten and the Metropolitan Achievement Tests, 1970 edition, at grades 1-6. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades K-6. The test series changed again between the spring 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected above. The Stanford Early School Achievement Test, 1982 edition, was used at kindergarten and the California Achievement Tests, 1985 edition, at grades 1-6 in spring 1986 and spring 1987. Scores for out-of-level tested students were excluded as of spring 1987.

FIGURE 87-C-6

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1979 THROUGH 1987

This figure displays grades K through 6 mathematics achievement scores for the spring administrations of the standardized achievement tests from 1979 through 1987. Scores are grouped into national norm achievement quarters. Before 1983, only nongraded students (NG, which included most full-time Special Education students) were excluded from this analysis. After 1982, all full-time Special Education students, most Resource students, and all nongraded students were excluded. That exclusion of additional Special Education students raised reported achievement levels. Scores for out-of-level tested students are also excluded for the spring 1987 results.

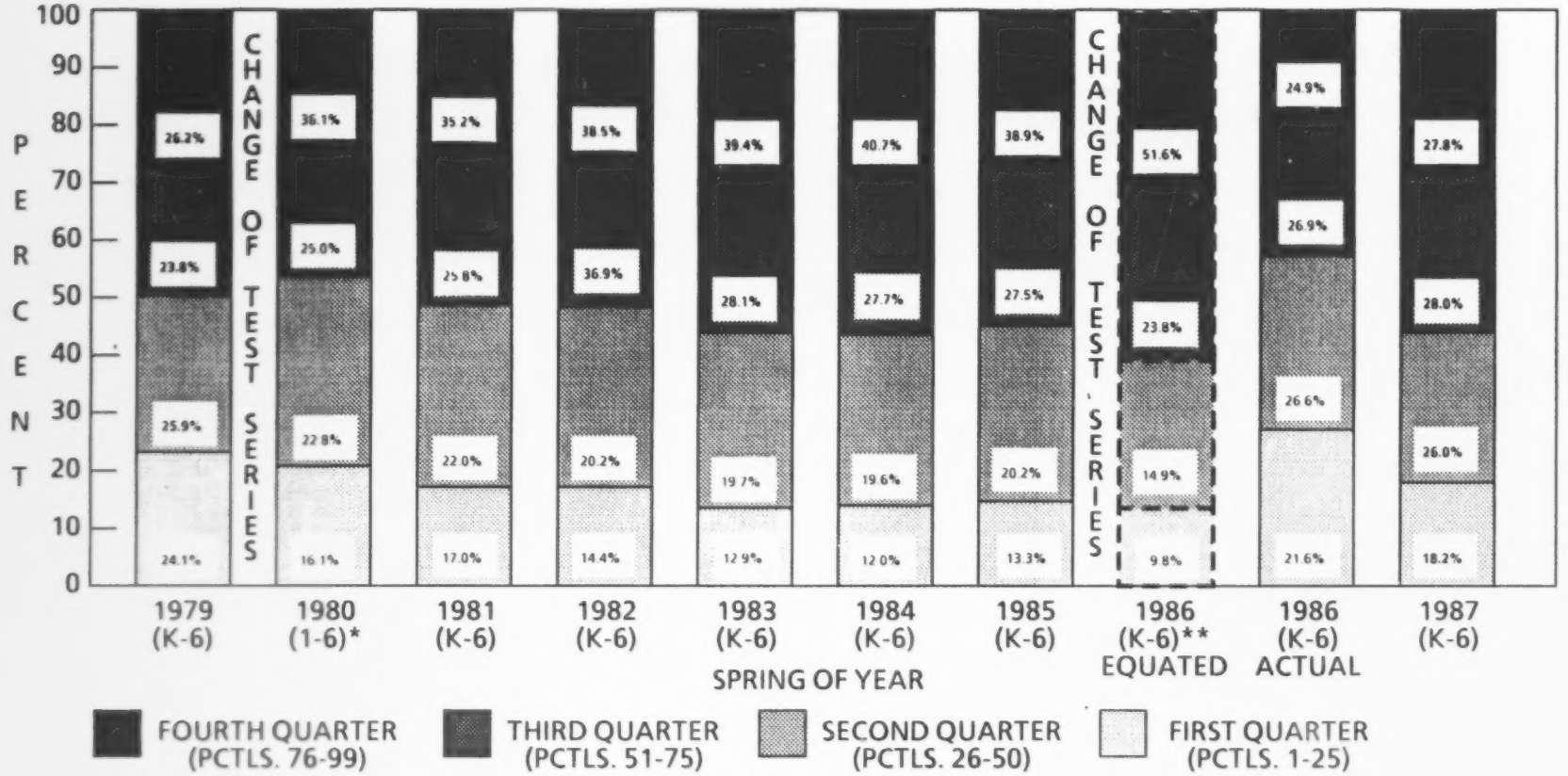
The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. However, in interpreting the local equating study results, it must be borne in mind that they apparently show the impact of a "long-term practice effect" for the Metropolitan test, which in turn creates some artificial upward effect on the equated values shown, particularly at grades 1, 2, 4 and 5. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 scores two-tenths of a percentile point for elementary mathematics.

The overall trend of grades K-6 mathematics scores from 1979 to 1985 had been toward higher achievement. The lowest quarter had decreased (24.1% to 13.3%), the highest quarter had increased (26.2% to 38.9%), and the proportion above the 50th percentile had increased (50.0% to 66.4%). The 1986 data implied a continuation and accentuation of that trend in an absolute or criterion-referenced context as seen from the results of an equating study applied to the 1986 results. On the contrary, in a relative or norm-referenced context, the scores had shown a trend toward lower achievement from 1980 to 1986. In 1987, however, elementary mathematics scores improved on the actual 1986 results, with a greater proportion of students in the upper quarter (24.9% to 27.8%) and above the 50th percentile (51.8% to 55.8%), and a smaller proportion in the lowest quarter (21.6% to 18.2%). Nevertheless, compared to 1980, the 1987 CAT results still show a trend toward lower achievement, with a slightly larger proportion of students in the lowest quarter (16.1% to 18.2%), and a smaller proportion in the upper quarter (27.8% to 36.1%) and above the 50th percentile (61.1% to 51.8%).

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 87-C-6

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1979 THROUGH 1987



*No kindergartners' tests were scored in spring 1980. **Only grades 1-6 equated; K is actual.

Test series changed between the spring 1979 and 1980 administrations: in reading at grades 1-6, the publisher's equating data indicated that the earlier test tended to overstate achievement relative to the later test; at the kindergarten level, the relationship was uncertain. In 1979 the Tests of Basic Experiences, 1970 edition, were used at kindergarten and the Metropolitan Achievement Tests, 1970 edition, at grades 1-6. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades K-6. The test series changed again between the spring 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected above. The Stanford Early School Achievement Test, 1982 edition, was used at kindergarten and the California Achievement Tests, 1985 edition, at grades 1-6 in spring 1986 and spring 1987. Scores for out-of-level tested students were excluded as of spring 1987.

FIGURE 87-C-7

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1979 THROUGH 1987

This figure displays grade 7 through 12 reading achievement scores for the spring administrations of standardized achievement tests from 1979 through 1987, with the exception of 1979 when the scores are for grades 7 and 8 only. Scores are grouped into national norm achievement quarters. Before 1983, only nongraded students (NG, which included most full-time Special Education students) were excluded from this analysis. After 1982, all full-time Special Education students, most Resource students, and all nongraded students were excluded. That exclusion of additional Special Education students raised reported achievement levels. Scores for out-of-level tested students are also excluded for the spring 1987 results.

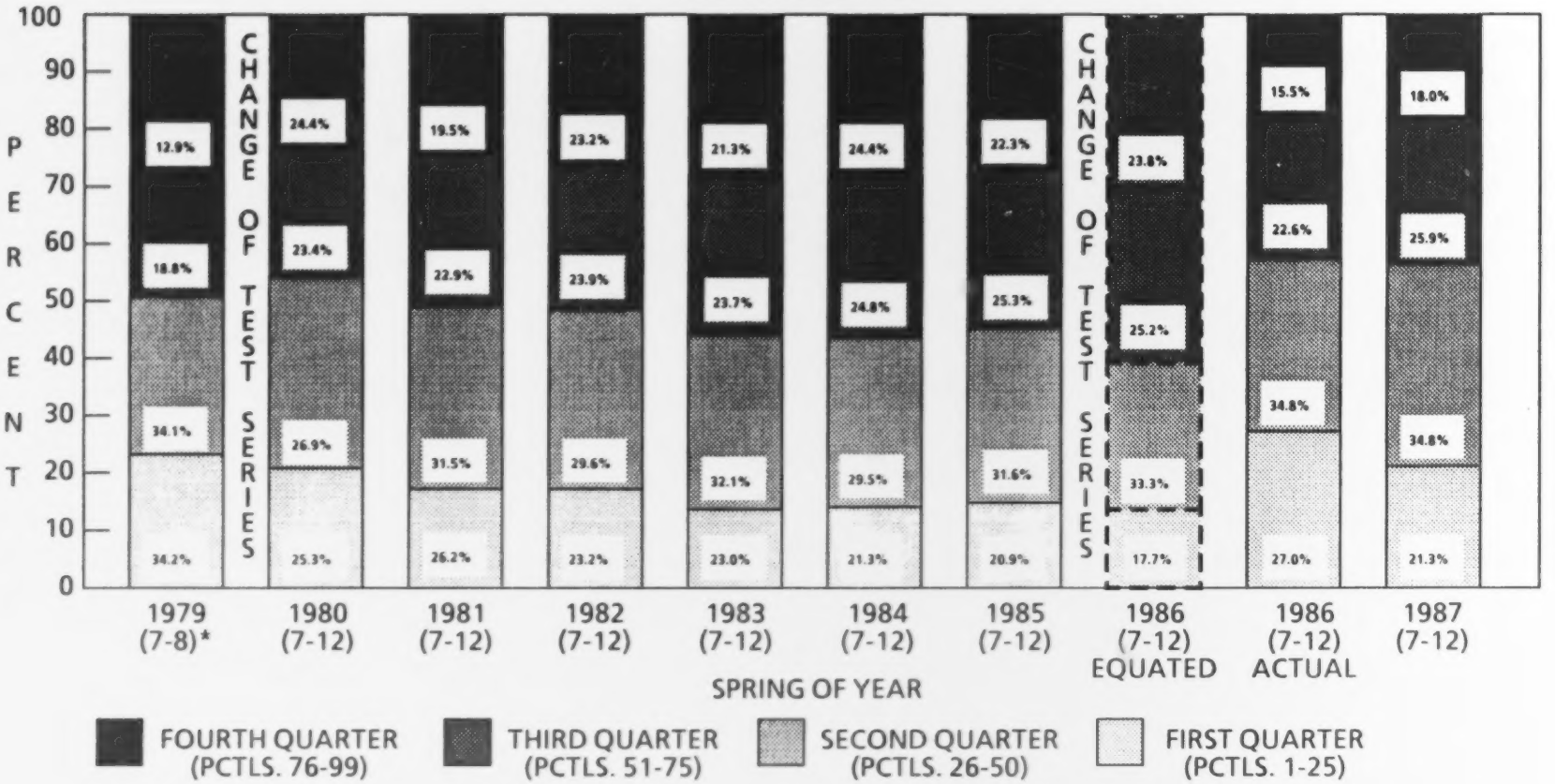
The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 scores 3.1 percentile points for secondary reading.

The overall trend of grades 7-12 reading scores from 1980 to 1985 had been toward somewhat higher achievement. While the percentage of students scoring above the 50th percentile had remained stable (47.8% to 47.6%), the percentage of students in the highest quarter of achievement had declined slightly (24.4% to 22.3%), and the percentage of students in the lowest quarter also had declined (25.3% to 20.9%). The 1986 data implied a continuation of that trend in an absolute or criterion-referenced context, as seen from the results of the equating study applied to the spring 1985 data. On the contrary, in a relative or norm-referenced context, secondary reading scores showed an overall trend since 1980 toward lower achievement. However, comparing the 1986 CAT scores to the 1987 scores, an improvement is seen, with a smaller proportion of students in the lowest quarter (27.0% to 21.3%) and a greater proportion in both the upper quarter (15.5% to 18.0%) and above the 50th percentile (38.1% to 43.9%). Comparing 1980 to 1987, the picture is mixed, with the proportion of students declining both in the highest quarter (29.4% to 18.0%) and for those above the 50th percentile (47.8% to 43.9%), but also declining in the lowest quarter (25.3% to 21.3%).

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 87-C-7

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1979 THROUGH 1987



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and 1980 administrations: in reading at grades 1-6, the publisher's equating data indicated that the earlier test tended to overstate achievement relative to the later test; at the kindergarten level, the relationship was uncertain. In 1979 the Tests of Basic Experiences, 1970 edition, were used at kindergarten and the Metropolitan Achievement Tests, 1970 edition, at grades 1-6. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades K-6. The test series changed again between the spring 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected above. The Stanford Early School Achievement Test, 1982 edition, was used at kindergarten and the California Achievement Tests, 1985 edition, at grades 1-6 in spring 1986 and spring 1987. Scores for out-of-level tested students were excluded as of spring 1987.

FIGURE 87-C-8

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1979 THROUGH 1987

This figure displays grades 7 through 12 mathematics achievement scores for spring test administrations from 1979 through 1987, with the exception of 1979 when the scores are for grades 7 and 8 only. The scores are grouped into national norm achievement quarters. Before 1983, only nongraded students (NG, which included most full-time Special Education students) were excluded from this analysis. After 1982, all full-time Special Education students, most Resource students, and all nongraded students were excluded. That exclusion of additional Special Education students raised reported achievement levels. Scores for out-of-level tested students are also excluded for the spring 1987 results.

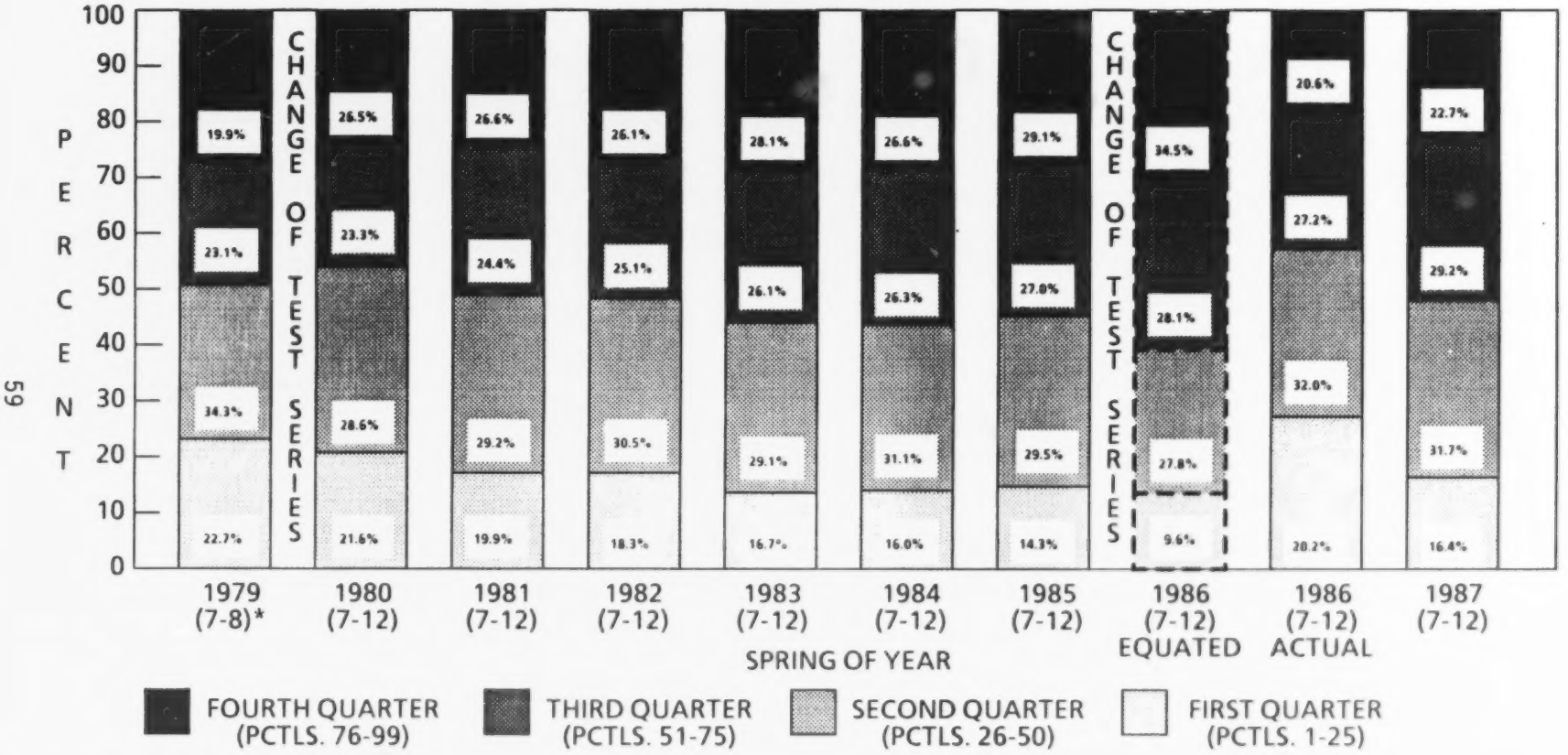
The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980 and between 1985 and 1986. The note at the bottom of the figure identifies the tests in question and what is known of their relationships. Also, the change from the use of mean-based percentile rank scores to median percentile scores had the effect of relatively lowering the actual 1986 scores 2.5 percentile points for secondary mathematics.

The overall trend of grades 7 through 12 mathematics scores from 1980 to 1985 had been toward higher achievement. The lowest quarter had decreased (21.6% to 14.3%), the highest quarter had increased (26.5% to 29.1%), and the proportion above the 50th percentile had increased (49.8% to 56.1%). The 1986 data implied a continuation of that trend in an absolute or criterion-referenced context, as seen from the results or the equating study applied to the spring 1986 data. On the contrary, in a relative or norm-referenced context, secondary mathematics scores showed an overall trend since 1980 toward somewhat lower achievement. However, comparing the 1986 scores to the 1987 scores, improved achievement is seen with a smaller proportion of students in the lowest quarter (20.2% to 16.4%), and a greater proportion in both the highest quarter (20.6% to 22.7%) and above the 50th percentile (47.8% to 51.9%). Comparing 1980 to 1987, the picture is mixed, with a smaller proportion of students in the lowest quarter (21.6% to 16.4%), a larger proportion of students above the 50th percentile (49.8% to 51.9%), but a smaller proportion in the highest quarter (26.5% to 22.7%).

These two contextual interpretations (absolute versus relative, or criterion-referenced versus norm-referenced) are not incompatible.

FIGURE 87-C-8

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1979 THROUGH 1987



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and 1980 administrations: in reading at grades 1-6, the publisher's equating data indicated that the earlier test tended to overstate achievement relative to the later test; at the kindergarten level, the relationship was uncertain. In 1979 the Tests of Basic Experiences, 1970 edition, were used at kindergarten and the Metropolitan Achievement Tests, 1970 edition, at grades 1-6. From 1980 to 1985 the Metropolitan Achievement Tests, 1978 edition, were used at grades K-6. The test series changed again between the spring 1985 and 1986 administrations: at that point a local equating study was done, the results of which are reflected above. The Stanford Early School Achievement Test, 1982 edition, was used at kindergarten and the California Achievement Tests, 1985 edition, at grades 1-6 in spring 1986 and spring 1987. Scores for out-of-level tested students were excluded as of spring 1987.

TABLE 87-C-9

EARLY CHILDHOOD ENROLLMENT AND ACHIEVEMENT
1986-87 AND 1987-88
[TENTATIVE DATA - SEE DESCRIPTION]

This table displays partial and preliminary data on early childhood enrollment for 1986-87 and 1987-88. The data have not been subjected to the same sort of vigorous quality control that is normally utilized for this report, and hence they must be considered as approximations or rough estimates.

The enrollment analysis cross-tabulates 1986-87 end-of-school-year data with 1987-88 beginning-of-school-year data. Data gathered on those 1986-87 preschool children who were given ID numbers, either during preschool or thereafter, were added to the analysis, also.

The majority of preschoolers from 1986-87 entered regular kindergarten in 1987-88 (231 of 287), but 33 entered full-day kindergarten and 16 entered nongraded programs (Special Education). Most of the 1986-87 half-day kindergarteners entered first grade (1,523 of 2,206), but 502 of them entered prefirst. The majority of 1986-87 full-day kindergarten students went on to grade 1 (352 of 398), but 23 of them went to prefirst. The majority of 1986-87 prefirst students entered grade 1 in 1987-88 (352 of 398), but 17 of them went on to grade 2, 9 went on to nongraded, and 2 remained in prefirst. Most 1986-87 first graders went on to grade 2 (2,072 of 2,750), but 420 of them remained in grade 1.

TABLE 87-C-9

EARLY CHILDHOOD ENROLLMENT AND ACHIEVEMENT
1986-87 AND 1987-88
[TENTATIVE DATA - SEE DESCRIPTION]

PARTIAL ENROLLMENT ANALYSIS

1986-87 GRADE	1987-88 (1986-87) GRADE								
	BLANK	PRE-SCHOOL	HALF-DAY KDG.	FULL-DAY KDG.	PRE-FIRST	GRADE 1	GRADE 2	NG	TOTAL LESS PRE-SCHOOL
PRESCHOOL	NA	7	231	33	0	0	0	16	280
HALF-DAY KDG.	146	NA	11	13	502	1,523	0	11	2,206
FULL-DAY KDG.	14	NA	0	6	23	229	2	3	277
PREFIRST	18	NA	0	0	2	352	17	9	398
GRADE 1	219	NA	1	0	1	420	2,072	37	2,750
NG	252	NA	0	0	3	1	3	NA	NA

ACHIEVEMENT

LACK OF TIME AND RESOURCES
PRECLUDED THE INCLUSION
OF AN ACHIEVEMENT ANALYSIS
IN THIS EDITION

FIGURE 87-C-10

KINDERGARTEN AND PRIMARY GRADES
STANDARDIZED ACHIEVEMENT TESTS
1984-85, 1985-86, 1986-87

This figure compares kindergarten and primary (grades 1-3) achievement in reading and mathematics for 1984-85, 1985-86, and 1986-87. Kindergarten achievement is given for fall and spring testing; primary achievement is given for spring testing only. The dots represent the national percentile rank corresponding to the central value of scores for each testing period and grade level in these years. Test series changed between the 1984-85 and 1985-86 school years. The note at the bottom of the figure identifies the tests in question and references what is known of their relationships, as well as identifying the indicator of central value used.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure. Scores for out-of-level tested students are also excluded for the spring 1987 results.

In all three years, student performance is generally higher in mathematics than in reading, except for kindergarten spring testing in 1984-85.

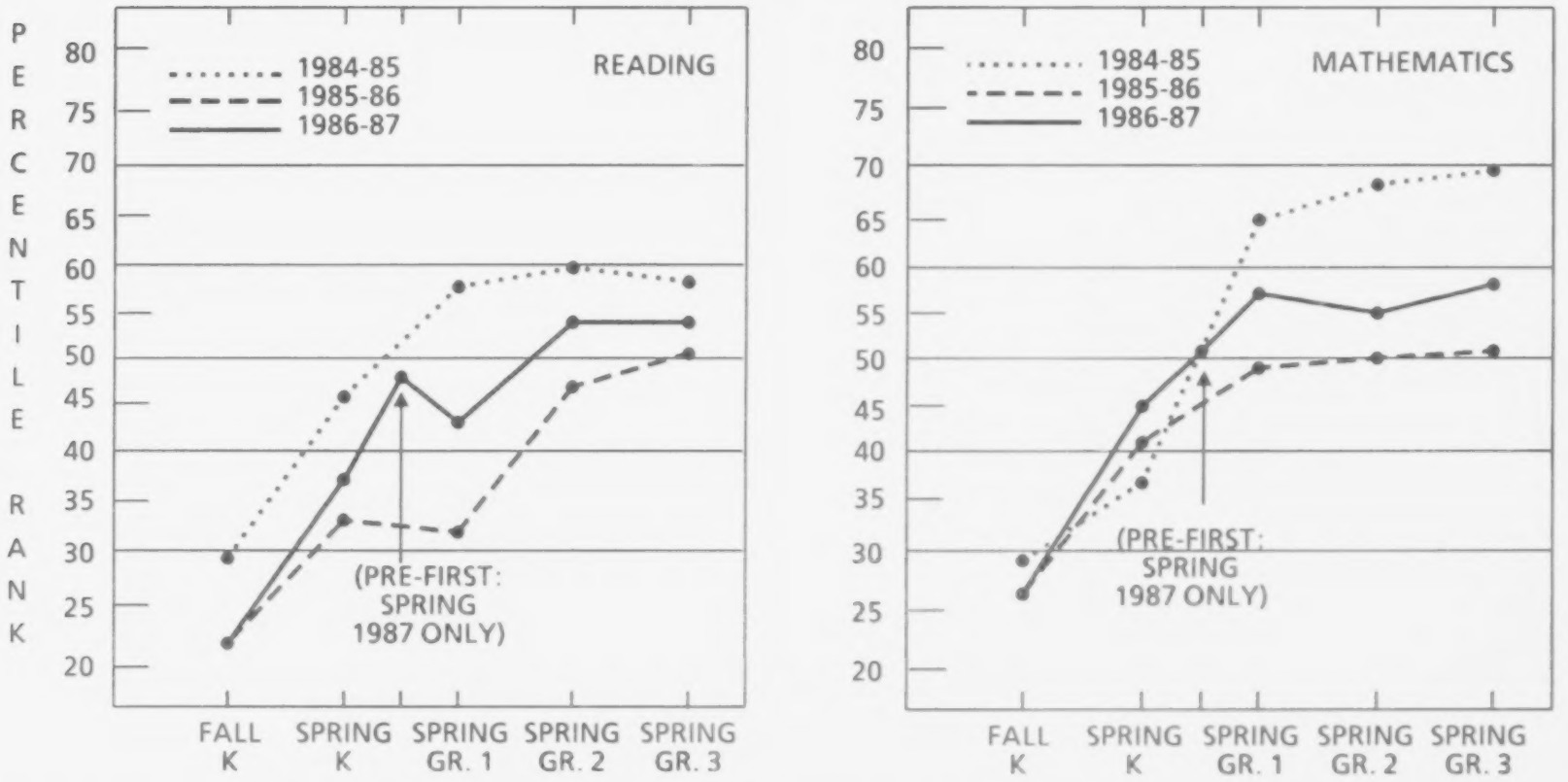
Each fall, kindergartners' performance was below the 30th percentile in both reading and mathematics. In 1984-85, kindergartners' reading scores increased to close to the 50th percentile by spring, but, in 1985-86 and 1986-87, they increased only to approximately the 35th percentile. Kindergartners' mathematics scores increased to approximately the 37th percentile in 1984-85, to the 41st in 1985-86, and to the 45th in 1986-87.

In 1984-85, grades 1 through 3 reading scores were near the 60th percentile, mathematics in the 65th to 70th range. In 1985-86, mathematics scores were near the 50th percentile in grades 1 through 3, but reading scores were near that percentile only in grades 2 and 3, with grade 1 near the 30th percentile. In 1986-87, scores are at approximately the 55th percentile at grades 1-3 in mathematics and grades 2 and 3 in reading; grade 1 reading scores are at the 43rd percentile.

Scores for pre-first students were at percentile 48 in reading, 51 in mathematics. Test data for pre-first (an extra year's experience between kindergarten and grade 1) were reported separately for the first time in the 1986-87 school year.

FIGURE 87-C-10

KINDERGARTEN AND PRIMARY GRADES
STANDARDIZED ACHIEVEMENT TESTS
1984-85, 1985-86, 1986-87



Test series changed between the 1984-85 and 1985-86 administrations. At that point a local equating study was done for grades 1 through 12 only, the results of which are reflected and described in Figure 87-C-1 and 87-C-5 through 8. Values for 1984-85 are percentile ranks corresponding to mean NCE's; 1985-86 and 1986-87 values are median percentile ranks. In 1984-85 the Metropolitan Achievement Tests (1978 edition) Reading and Mathematics subtests were used at all grade levels shown. In 1985-86 and 1986-87 the California Achievement Tests (1985 edition) were used in fall of kindergarten (Total Reading and Mathematics Concepts and Applications) and in spring of grades 1 through 3 (Total Reading and Total Mathematics) and the Stanford Early School Achievement Test (Total Reading and Mathematics Part A) in spring of kindergarten. In spring 1987 only, the Stanford was used also for pre-first.

FIGURE 87-C-11

PERCENTS BELOW NATIONAL NORM
LONGITUDINAL ANALYSIS
NATIONALLY STANDARDIZED ACHIEVEMENT TESTS
FALL 1980 TO SPRING 1987

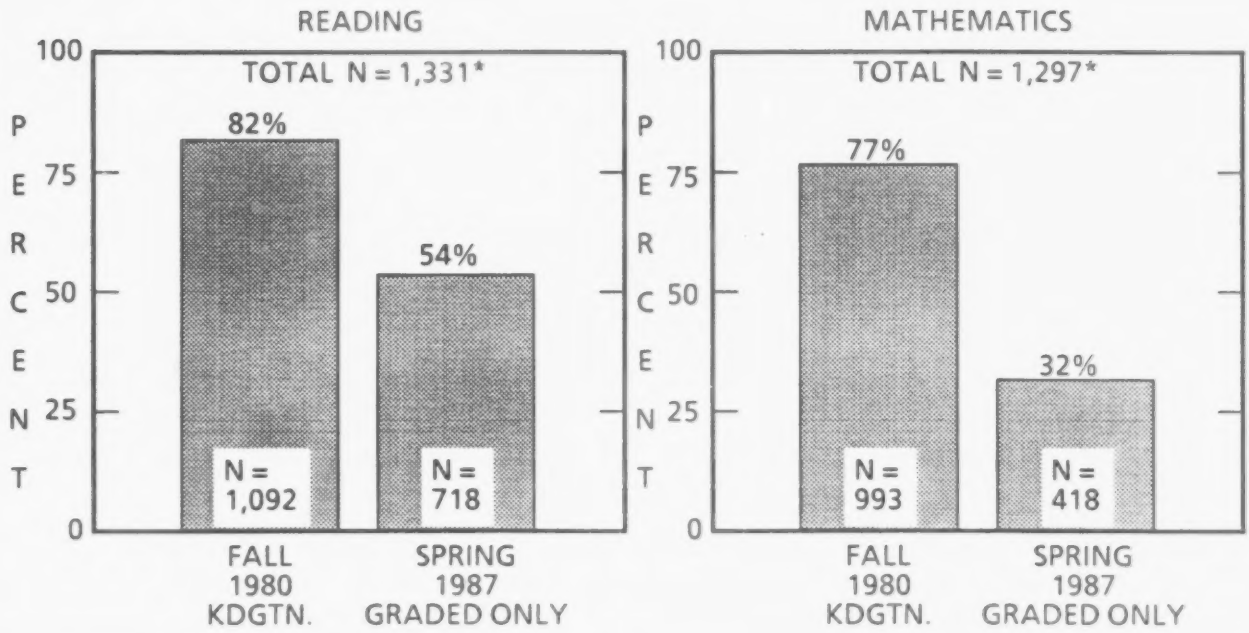
This figure shows a longitudinal analysis of percentages of students performing below the national norm on standardized achievement tests. The figure compares the performance of kindergarten students in 1980 and these same students' performance 7 years later in grades 4, 5, 6 or 7. Students who were nongraded full-time Special Education students in spring 1987 are excluded from the bar graph analyses to insure comparison of the same type of students longitudinally. However, the tables include the performance of both graded and nongraded students.

The test administered in fall 1980 was the 1978 edition of the Metropolitan Achievement Tests, Pre-Primer level; the test in spring 1987 was the 1985 edition of the California Achievement Tests, levels appropriate to grade.

The bar graph portion of the figure indicates that 82 percent of relevant kindergarten students scored below the national norm in reading in 1980. These students' performance improved over the seven year period, as evidenced by the drop (to 54%) in the percentage of students scoring below the national norm. A similar trend is seen in mathematics performance, with 77 percent scoring below the national norm in fall 1980 as opposed to 32 percent in spring 1987.

FIGURE 87-C-11

PERCENTS BELOW NATIONAL NORM
LONGITUDINAL ANALYSIS
NATIONALLY STANDARDIZED ACHIEVEMENT TESTS
FALL 1980 TO SPRING 1987



READING		FALL 1980	SPRING 1987						
		K	4	5	6	7	NG	GRADED SUBTOTAL	TOTAL
TOTAL NO.		1,490	52	472	798	9	159	1,331	1,490
BELOW NATIONAL NORM	NO.	1,251	37	358	323	0	155	718	873
	PCT.	84%	71%	76%	40%	0%	97%	54%	59%

MATHEMATICS		FALL 1980	SPRING 1987						
		K	4	5	6	7	NG	GRADED SUBTOTAL	TOTAL
TOTAL NO.		1,454	47	455	786	9	157	1,297	1,454
BELOW NATIONAL NORM	NO.	1,145	29	230	159	0	148	418	566
	PCT.	79%	62%	51%	20%	0%	94%	32%	39%

*Bar graphs include all tested kindergartners from fall 1980 who were tested again in spring 1987 as non-Special-Education students (excludes spring 1987 NG's).

FIGURE 87-C-12

ACHIEVEMENT OF DISTRICT STABLE/MOBILE STUDENTS
CENTRAL PERCENTILE VALUES
CALIFORNIA ACHIEVEMENT TESTS
SPRING 1987

This figure presents views of spring 1987 data from the California Achievement Tests (CAT) in reading and mathematics by grade. Each dot represents the average performance (median), expressed in percentile rank scores, of a group of students at a given grade level. The students tested are divided into two contrasting groups: "District stable students", who were enrolled in the District at the beginning of the 1984-85 school year, and "District mobile students", who were not enrolled in the District at that time. Although exceptions are possible, the assumption is that "stable" students were in the District during the three school years prior to the test, and that "mobile" students entered the District at some point during the three-year period.

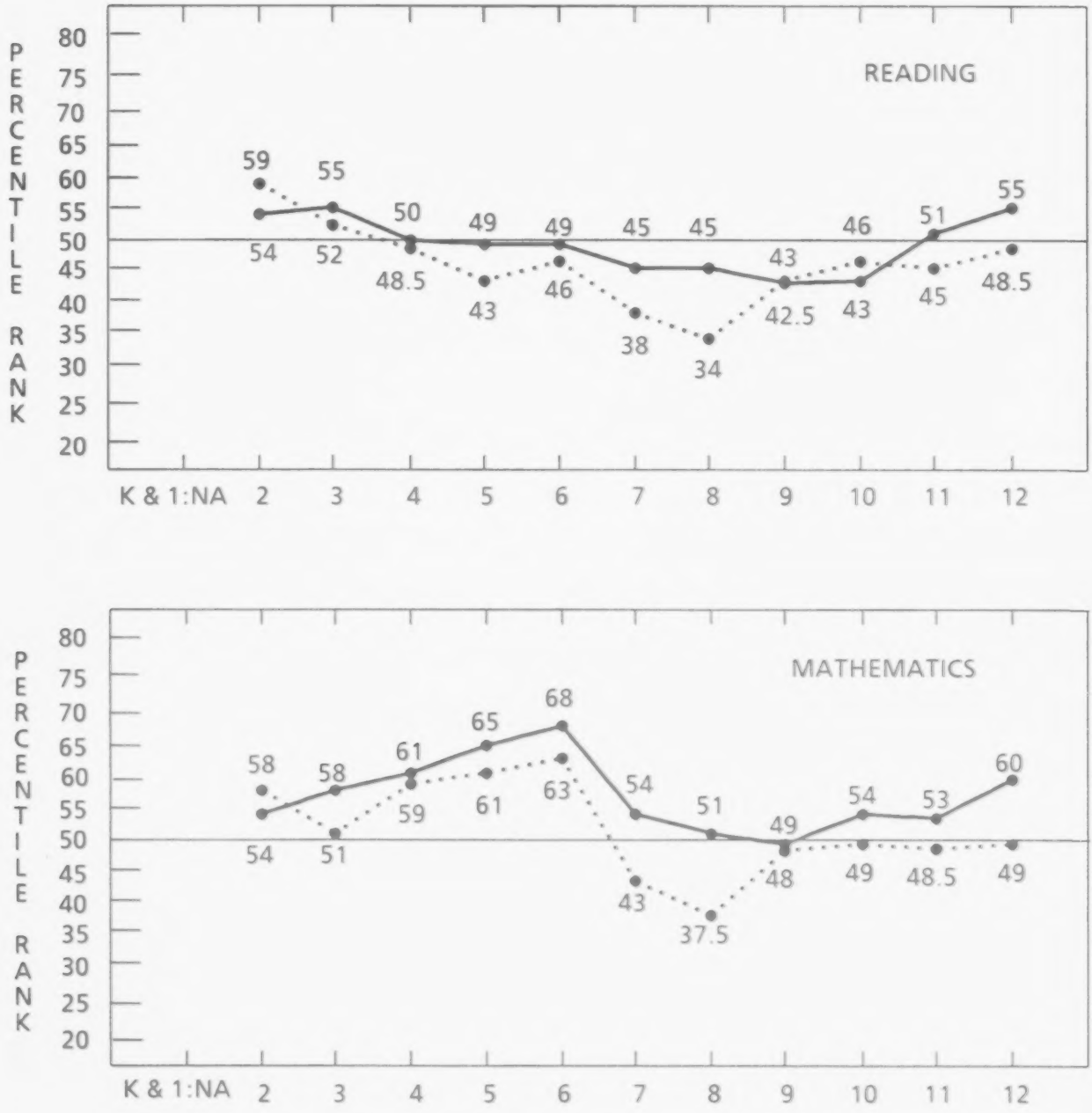
Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

In both reading and mathematics, "stable" students outperformed "mobile" students at each grade level analyzed, with the exception of grades 2 and 10 in reading and grade 2 in mathematics.

Differences in performance were greatest at grades 7 and 8 in reading and grades 7, 8 and 12 in mathematics. Differences of approximately 6 percentile points or more were seen at grades 5, 7, 8, 11 and 12 in reading and at grades 3, 7, 8 and 12 in mathematics.

FIGURE 87-C-12

ACHIEVEMENT OF DISTRICT STABLE/MOBILE STUDENTS
CENTRAL PERCENTILE VALUES
CALIFORNIA ACHIEVEMENT TESTS
SPRING 1987



DISTRICT STABLE STUDENTS

DISTRICT MOBILE STUDENTS

N (stable) approximates from 1,500 to 1,800 at grades 2-9, and from 925 to 1,450 at grades 10-12. N (mobile) approximates from 200 to 500 at grades 2-11, and 100 at grade 12.

88

TABLE 87-C-13

CLASS SIZE/ACHIEVEMENT ANALYSIS
GRADES 1-6 ONLY
CALIFORNIA ACHIEVEMENT TESTS RESULTS
SPRING 1987

This table presents an analysis of the relationship between the number of students in a classroom and the achievement test scores obtained by those students. Room sizes have been sorted into ranges (16-20, 21-25, 26-30, 31-35) for analysis purposes. The median percentile rank of all tested students whose room sizes fall into that range is then presented, along with a count of such students. The first analysis contains grades 1 through 6 combined. A second analysis of grade 1 only is presented, since there is a difference in the pattern of results. This analysis does not control for socioeconomic status (SES) or other variables.

For the combined grades 1-6 analysis, achievement results do not appear to vary systematically to a meaningful extent, except when room size is over 30, in which case test results are noticeably lower. However, the small numbers of students in this category make the results less reliable.

For the grade 1 analysis, however, there is also a noticeable variation of scores for room size 16 through 20, where achievement scores, particularly in reading, are higher. The numbers of students in the 16-20 category are not great, but they represent 13 to 16 classrooms.

TABLE 87-C-13

CLASS SIZE/ACHIEVEMENT ANALYSIS
GRADES 1-6 ONLY
CALIFORNIA ACHIEVEMENT TEST RESULTS
SPRING 1987

GRADE 1-6		ACHIEVEMENT TEST SCORES			
		READING		MATHEMATICS	
		NO. TESTED	MDN. PCTL.	NO. TESTED	MDN. PCTL.
ROOM SIZE	16-20	815	52	812	63
	21-25	4,773	48	4,757	60
	26-30	7,426	50	7,379	59
	31-35	113	37	114	50.5

GRADE 1 ONLY		ACHIEVEMENT TEST SCORES			
		READING		MATHEMATICS	
		NO. TESTED	MDN. PCTL.	NO. TESTED	MDN. PCTL.
ROOM SIZE	16-20	256	50	252	61.5
	21-25	1,071	43	1,068	56
	26-30	1,222	43	1,205	58
	31-35	113	37	114	50.5

NOTE: A small number of grade 1-6 tested students (N = 52) showed room sizes of 11 through 15 and others a room size of 1 through 10 (Rdg. N = 95, Math. N = 93). They were excluded from the analysis.

FIGURE 87-C-14

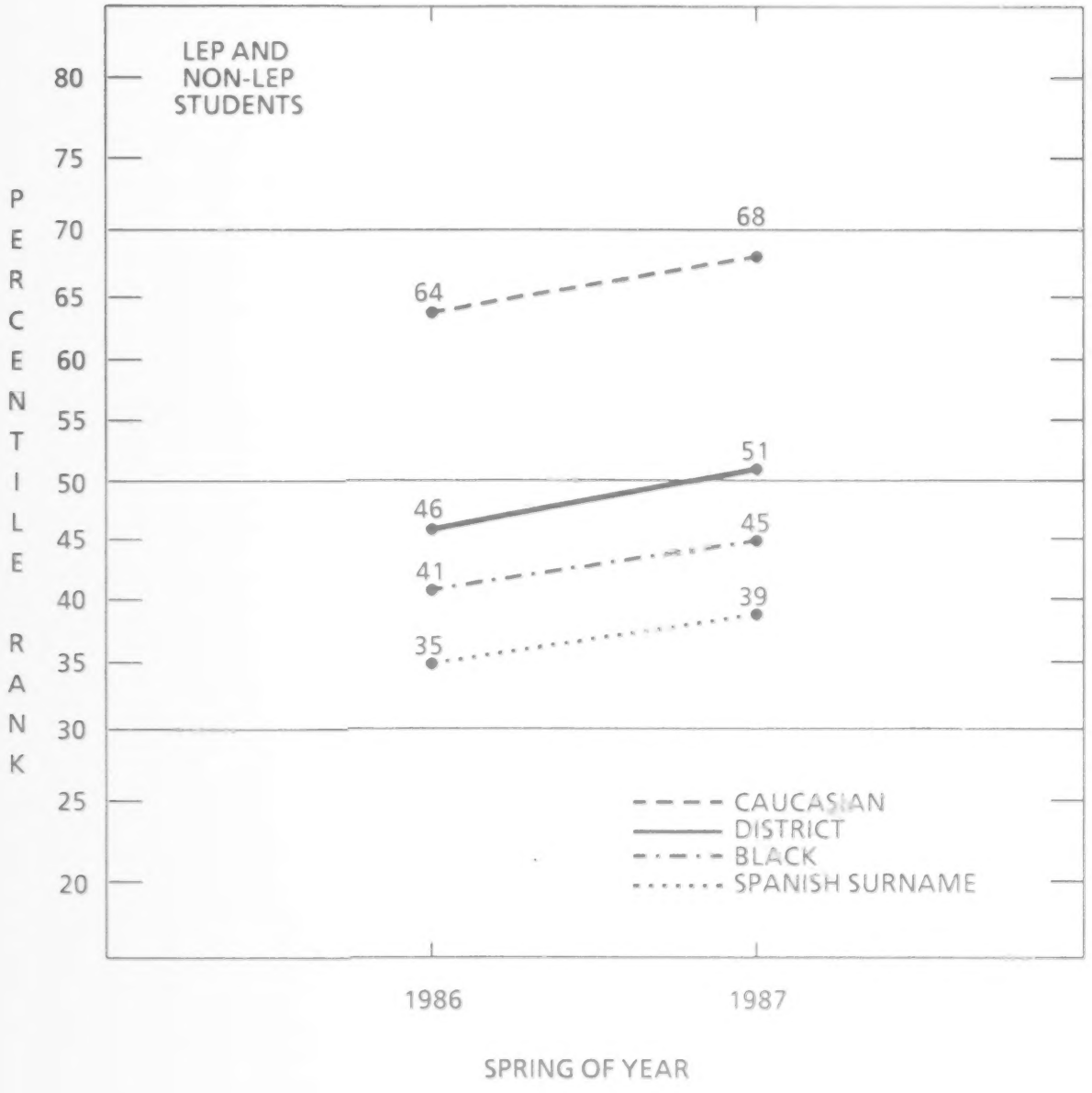
MEDIAN NATIONAL PERCENTILE RANKS
FOR DISTRICT AND MAJOR ETHNIC GROUPS
SPRING STANDARDIZED ACHIEVEMENT TESTS
K-12 READING AND MATHEMATICS COMBINED
1986 AND 1987

This figure shows achievement on the 1986 and 1987 spring administrations of standardized achievement tests at grades K-12. Achievement data in reading and mathematics combined, expressed in median percentile rank scores, are presented for non-Special Education students on a District basis and for each of the major ethnic groups. Data for students of limited English proficiency (LEP) and those not of limited English proficiency (non-LEP) are included. (Complementary analysis including LEP students is shown in Figure 87-C-15.)

Achievement scores for the District and for all the ethnic groups for 1987 show an increase of at least 4 points over those of 1986. Caucasians remain the highest achievers, followed by Black and Spanish Surname students, respectively.

FIGURE 87-C-14

MEDIAN NATIONAL PERCENTILE RANKS
FOR DISTRICT AND MAJOR ETHNIC GROUPS
SPRING STANDARDIZED ACHIEVEMENT TESTS
K-12 READING AND MATHEMATICS COMBINED
1986 AND 1987



The California Achievement Tests, 1985 edition, were used at grades 1-12; the Stanford Early School Achievement Test, 1982 edition, was used at kindergarten.

FIGURE 87-C-15

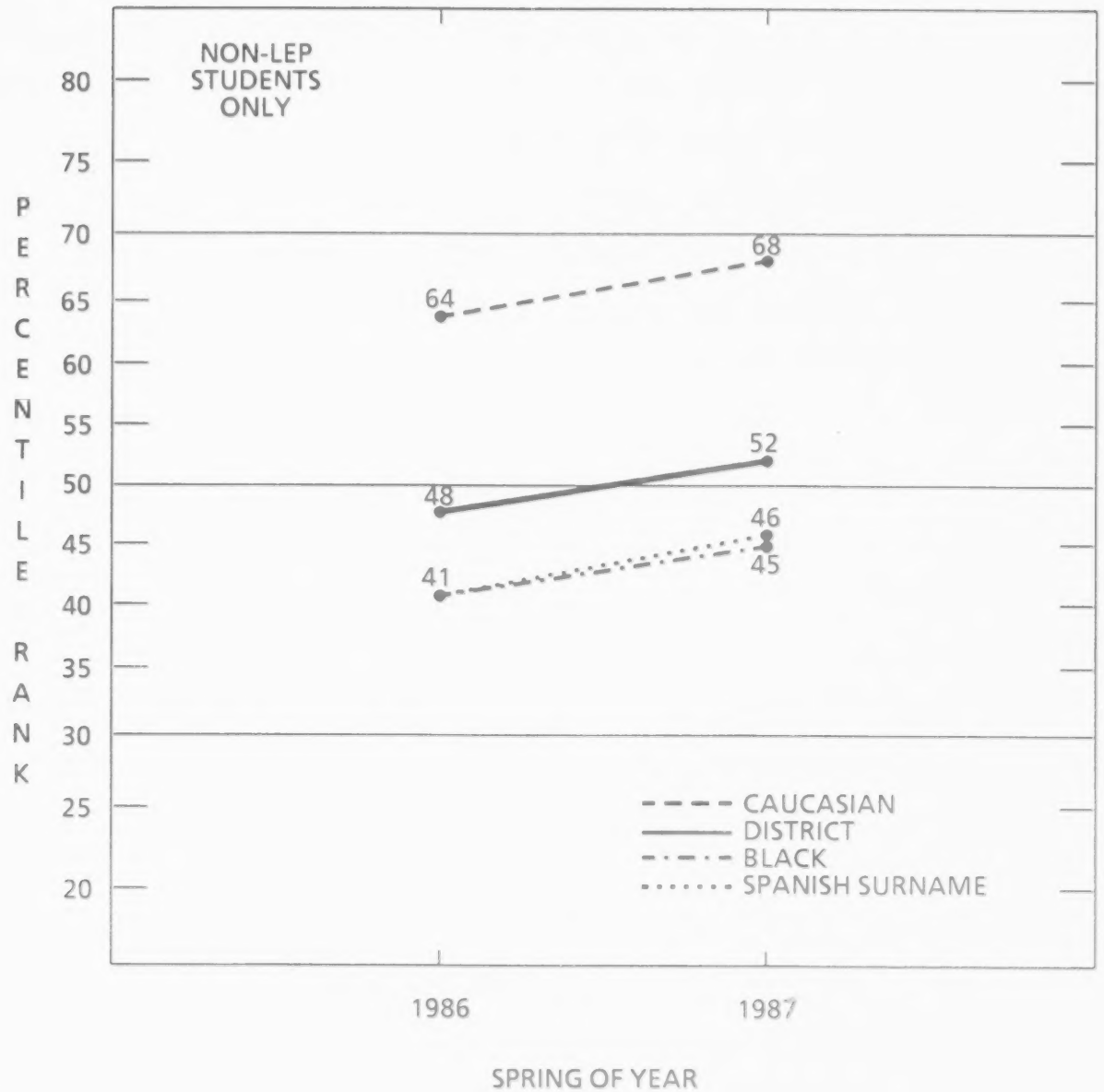
MEDIAN NATIONAL PERCENTILE RANKS
FOR DISTRICT AND MAJOR ETHNIC GROUPS: NON-LEP ONLY
SPRING STANDARDIZED ACHIEVEMENT TESTS
K-12 READING AND MATHEMATICS COMBINED
1986 AND 1987

This figure shows achievement on the 1986 and 1987 spring administrations of standardized achievement tests at grades K-12. Achievement data in reading and mathematics combined, expressed in median percentile rank scores, are presented for non-Special Education students on a District basis and for each of the major ethnic groups. Only non-limited English proficiency (non-LEP) students' achievement is shown in this figure. (For complimentary data on LEP and non-LEP students combined, see Figure 87-C-14.)

For the District and for all the ethnic groups, non-LEP achievement data for 1987 show an increase of at least 4 points over that of 1986. Caucasians remain the highest achievers. The achievement data for non-LEP Black and Spanish Surname students are almost identical, in contrast to the 6-point discrepancy in scores between those groups when LEP students are included (see Figure 87-C-14.)

FIGURE 87-C-15

MEDIAN NATIONAL PERCENTILE RANKS
FOR DISTRICT AND MAJOR ETHNIC GROUPS: NON-LEP ONLY
SPRING STANDARDIZED ACHIEVEMENT TESTS
K-12 READING AND MATHEMATICS COMBINED
1986 AND 1987



The California Achievement Tests, 1985 edition, were used at grades 1-12; the Stanford Early School Achievement Test, 1982 edition, was used at kindergarten.

FIGURE 87-C-16

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1987 STANDARDIZED ACHIEVEMENT TESTS
ALL NON-SPECIAL EDUCATION STUDENTS
READING

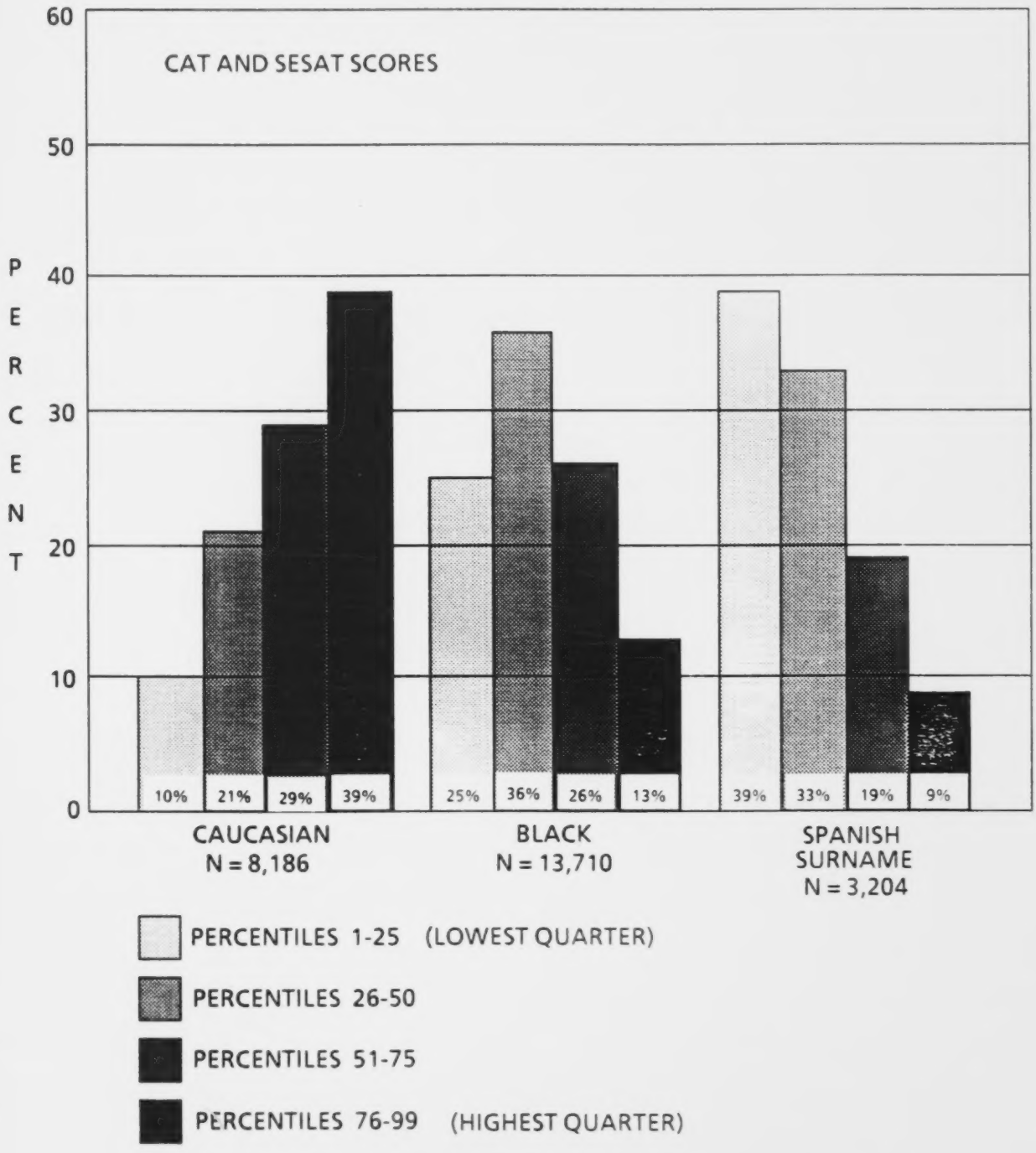
This figure shows grades K-12 reading achievement on the spring 1987 administration of standardized achievement tests. Scores are distributed into national norm quarters of achievement for the major ethnic groups in the District. In the national norming sample as a whole, without reference to ethnicity, each quarter contains 25 percent of the scores.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure. Also excluded are out-of-level tested students.

Caucasian students show a more positive distribution of scores (68% above the 50th percentile) than either Black students (39% above the 50th percentile) or Spanish Surname students (28% above the 50th percentile).

FIGURE 87-C-16

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1987 STANDARDIZED ACHIEVEMENT TESTS
ALL NON-SPECIAL EDUCATION STUDENTS
READING



The California Achievement Tests, 1985 edition (CAT), were administered in spring 1987 at grades 1-12 and the Stanford Early School Achievement Test, 1982 edition (SESAT), at kindergarten. Scores for out-of-level tested students are excluded from this analysis.

FIGURE 87-C-17

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1987 STANDARDIZED ACHIEVEMENT TESTS
ALL NON-SPECIAL EDUCATION STUDENTS
MATHEMATICS

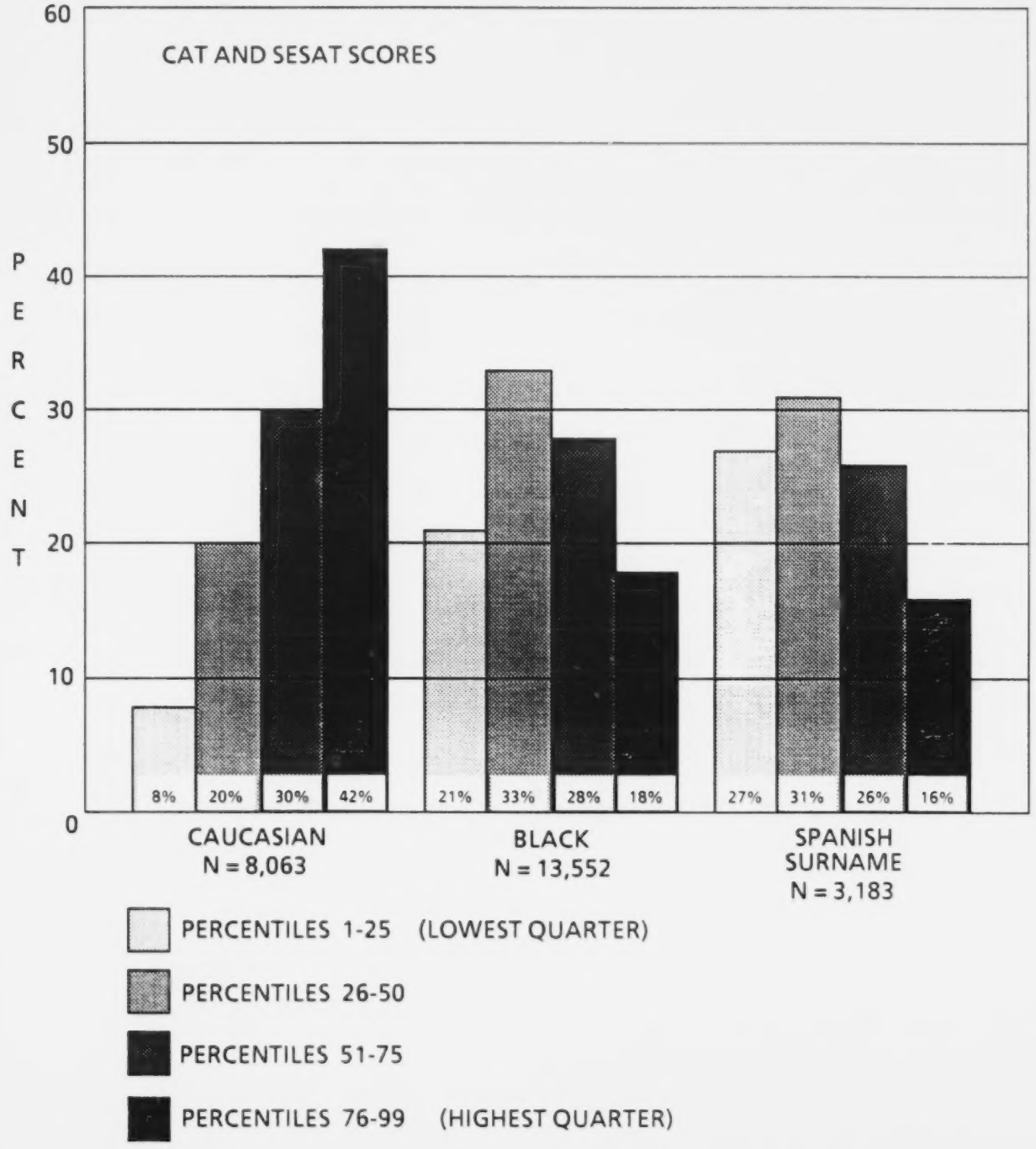
This figure shows grades K-12 mathematics achievement on the spring 1987 administration of standardized achievement tests. Scores are distributed into national norm quarters of achievement for the major ethnic groups in the District. In the national norming sample as a whole, without reference to ethnicity, each quarter contains 25 percent of the scores.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure. Also excluded are out-of-level tested students.

Caucasian students show a more positive distribution of scores (72% above the 50th percentile) than either Black students (46% above the 50th percentile) or Spanish Surname students (42% above the 50th percentile).

FIGURE 87-C-17

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1987 STANDARDIZED ACHIEVEMENT TESTS
ALL NON-SPECIAL EDUCATION STUDENTS
MATHEMATICS



The California Achievement Tests, 1985 edition (CAT), were administered in spring 1987 at grades 1-12 and the Stanford Early School Achievement Test, 1982 edition (SESAT), at kindergarten. Scores for out-of-level tested students are excluded from this analysis.

FIGURE 87-C-18

SUBTEST AND DOMAIN ITEM ANALYSIS
SPRING 1987 CALIFORNIA ACHIEVEMENT TESTS
READING

This figure displays spring 1987 information on the relative performance of District students on various parts and subparts of the California Achievement Tests (CAT). An analysis by grade is shown for the major divisions (subtests) of the reading portion of the test. Also shown is a further breakdown of one of these subtests (Reading Comprehension) into its subparts (categories and domains) for a sample grade (grade 5).

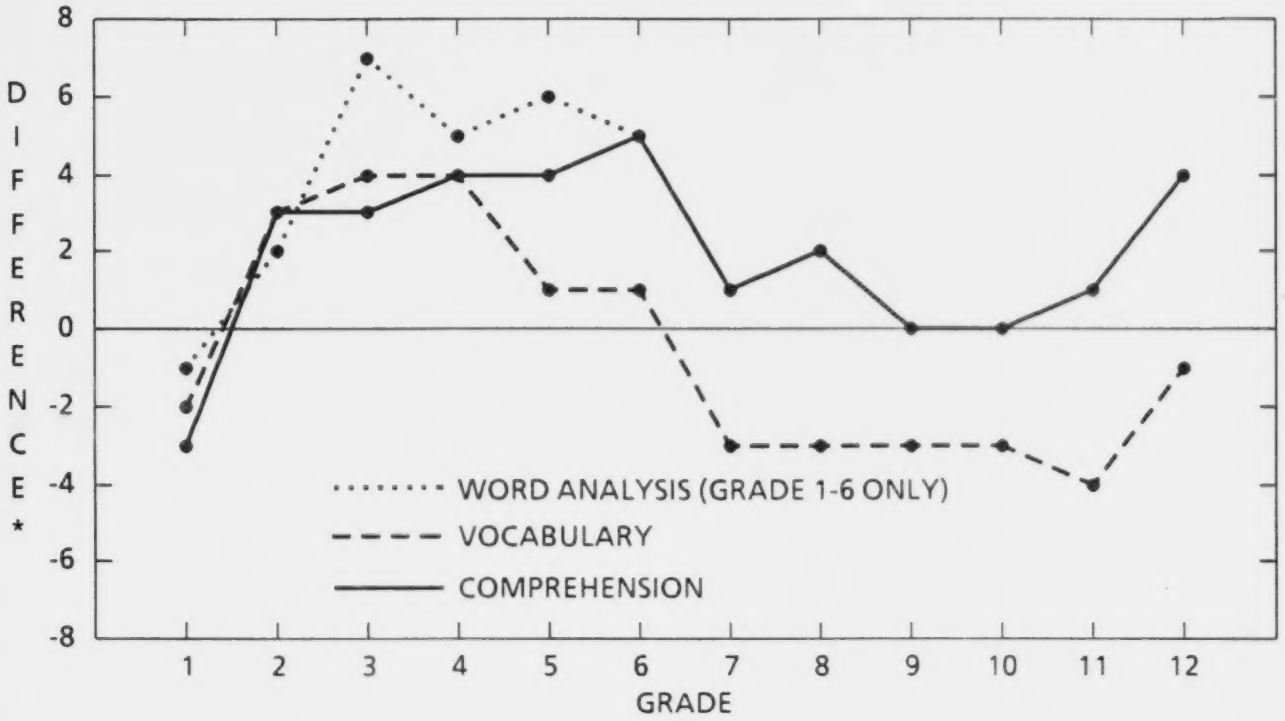
The values represented by the points and bars in the figure are differences between District and national mean percents correct for all the component items of a subtest or domain. Positive values indicate that the District performed better than the national norming sample; negative values indicate the opposite.

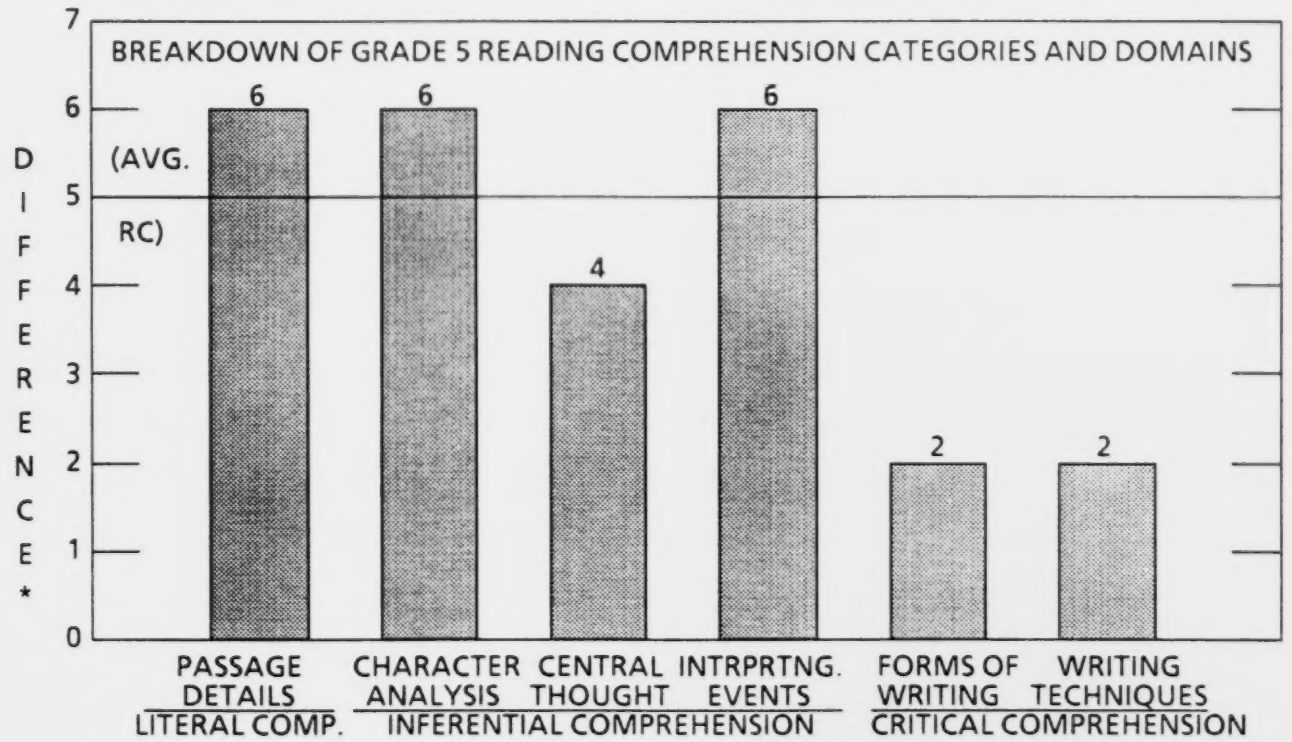
District performance in Reading Comprehension equaled or exceeded that in Vocabulary, grades 1 and 3 being the only exceptions. District performance in Word Analysis, a subtest administered at grades 1-6 only, was higher than both Vocabulary and Reading Comprehension, except at grade 2.

The sample breakdown of a subtest into categories and domains shown for Reading Comprehension at grade 5 indicates lower District performance in the Central Thought domain of Inferential Comprehension and in both domains of Critical Comprehension, but higher District performance in the Literal Comprehension category and in the Character Analysis and Interpreting Events domains of Inferential Comprehension.

FIGURE 87-C-18

SUBTEST AND DOMAIN ITEM ANALYSIS
SPRING 1987 CALIFORNIA ACHIEVEMENT TESTS
READING





* Difference in mean percents correct for component test items: Rochester percent minus national percent.

100

FIGURE 87-C-19

SUBTEST AND DOMAIN ITEM ANALYSIS
SPRING 1987 CALIFORNIA ACHIEVEMENT TESTS
MATHEMATICS

This figure displays spring 1987 information on the relative performance of District students on various parts and subparts of the California Achievement Tests (CAT). An analysis by grade is shown for the major divisions (subtests) of the mathematics portion of the test. Also shown is a further breakdown of one of these subtests (Computation) into its subparts (categories and domains) for a sample grade (grade 5).

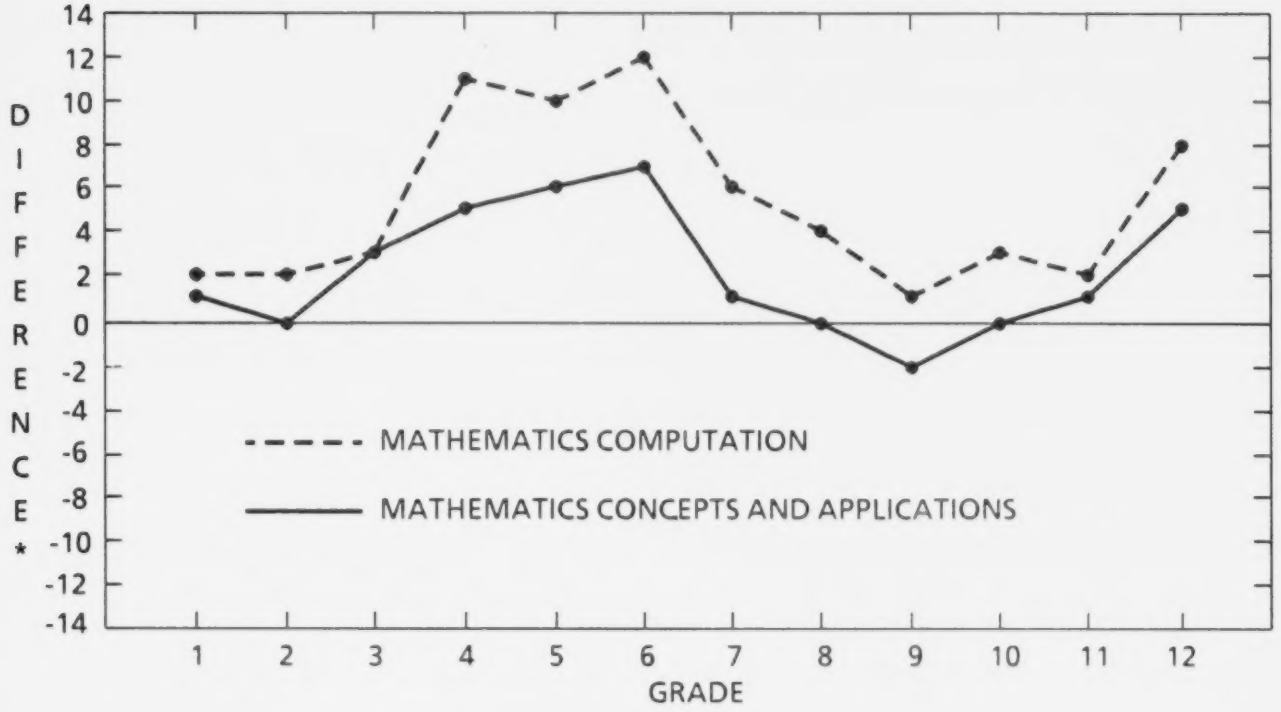
The values represented by the points and bars in the figure are differences between District and national mean percents correct for all the component items of a subtest or domain. Positive values indicate that the District performed better than the national norming sample; negative values indicate the opposite.

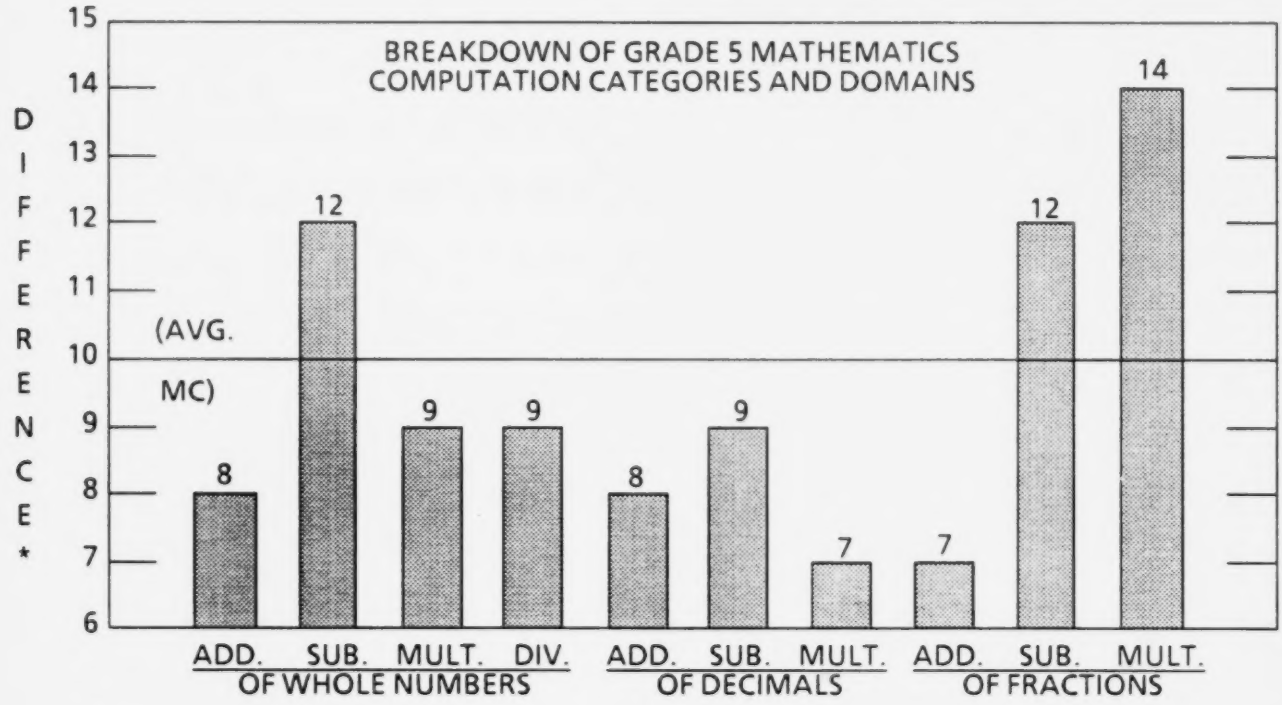
District performance in Computation equaled or exceeded that in Concepts and Applications at every grade level.

The sample breakdown of a subtest into categories and domains shown for Computation at grade 5 indicates higher District performance in the Subtraction domain of Whole Numbers and in the Subtraction and Multiplication domains of Fractions, but lower District performance in the Addition, Multiplication and Division domains of Whole Numbers, in the entire Decimals category, and in the Addition domain of Fractions.

FIGURE 87-C-19

SUBTEST AND DOMAIN ITEM ANALYSIS
SPRING 1987 CALIFORNIA ACHIEVEMENT TESTS
MATHEMATICS





* Difference in mean percents correct for component test items: Rochester percent minus national percent.

FIGURE 87-C-20

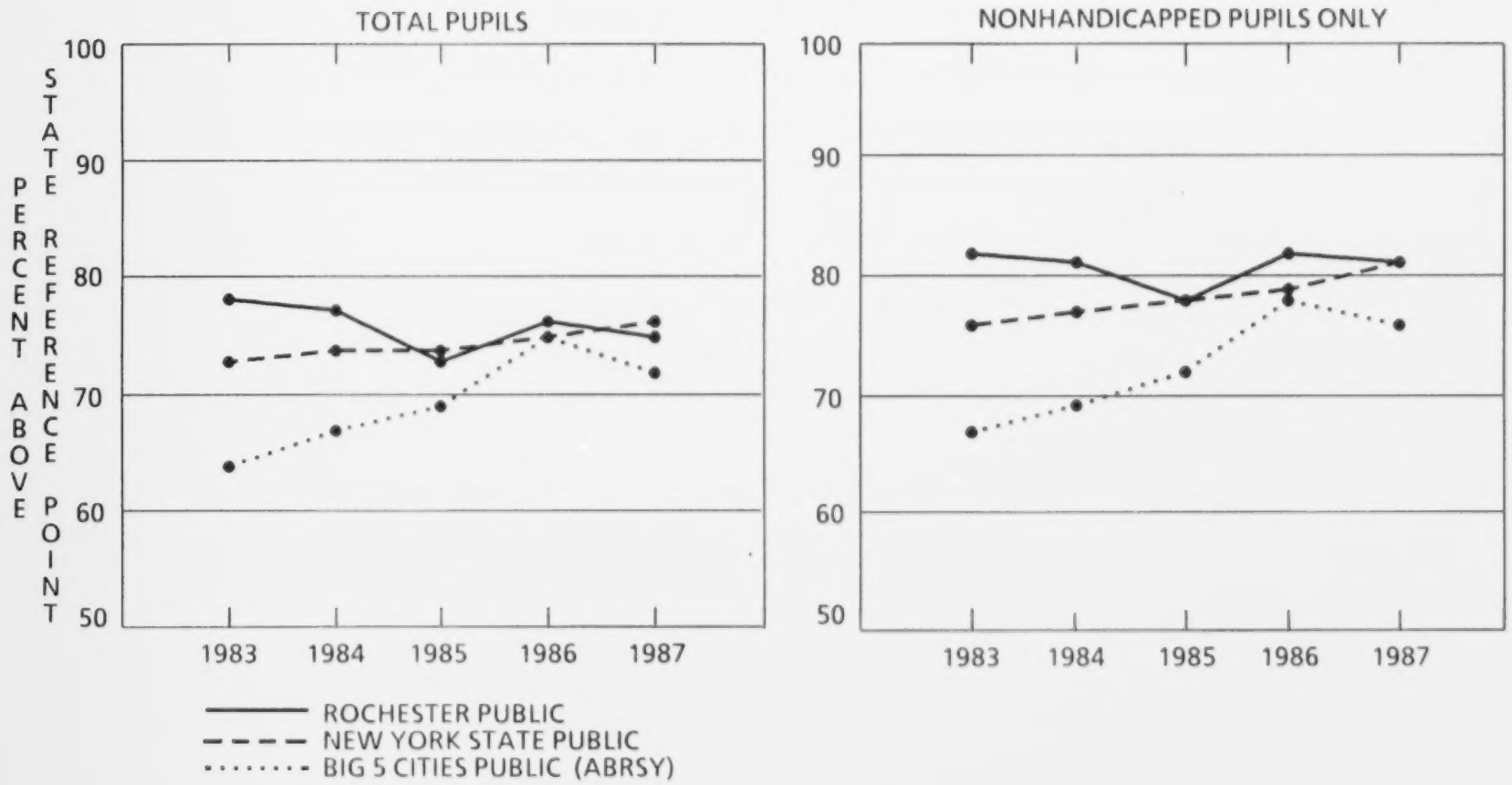
NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
READING - GRADE 3

This figure shows the performance of District pupils on the New York State Pupil Evaluation Program (PEP) test in reading at grade 3 from May 1983 through May 1987. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Nonhandicapped Pupils" and "Handicapped Pupils". Two sets of figures are shown here, "Total Pupils" (which includes both nonhandicapped and handicapped) and "Nonhandicapped Pupils Only". The Nonhandicapped Only figures may be more useful for purposes of comparison with the reference groups, since the percentage of handicapped pupils in the three groups being compared is not the same. Pupils classified as Mentally Retarded are not given this test.

District nonhandicapped pupils' performance has been relatively steady (within 2 percentage points of 80 percent above the state reference point) for the five years shown. State public school nonhandicapped pupils' performance has risen to the level of District performance over the last five years. The "Big 5" cities have shown the most improvement for nonhandicapped pupils over the period (a 9-point rise), but they are still 5 points below the Rochester and the State Public percentages.

FIGURE 87-C-20

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
READING-GRADE 3



Data values for this figure are found in Table 87-C-25.

Source of data: New York State Education Department (NYSED) Comprehensive Assessment Regent (CAR) and corresponding Reference Group Summaries for nonhandicapped pupils. Data supplied by NYSED for total pupils.

FIGURE 87-C-21

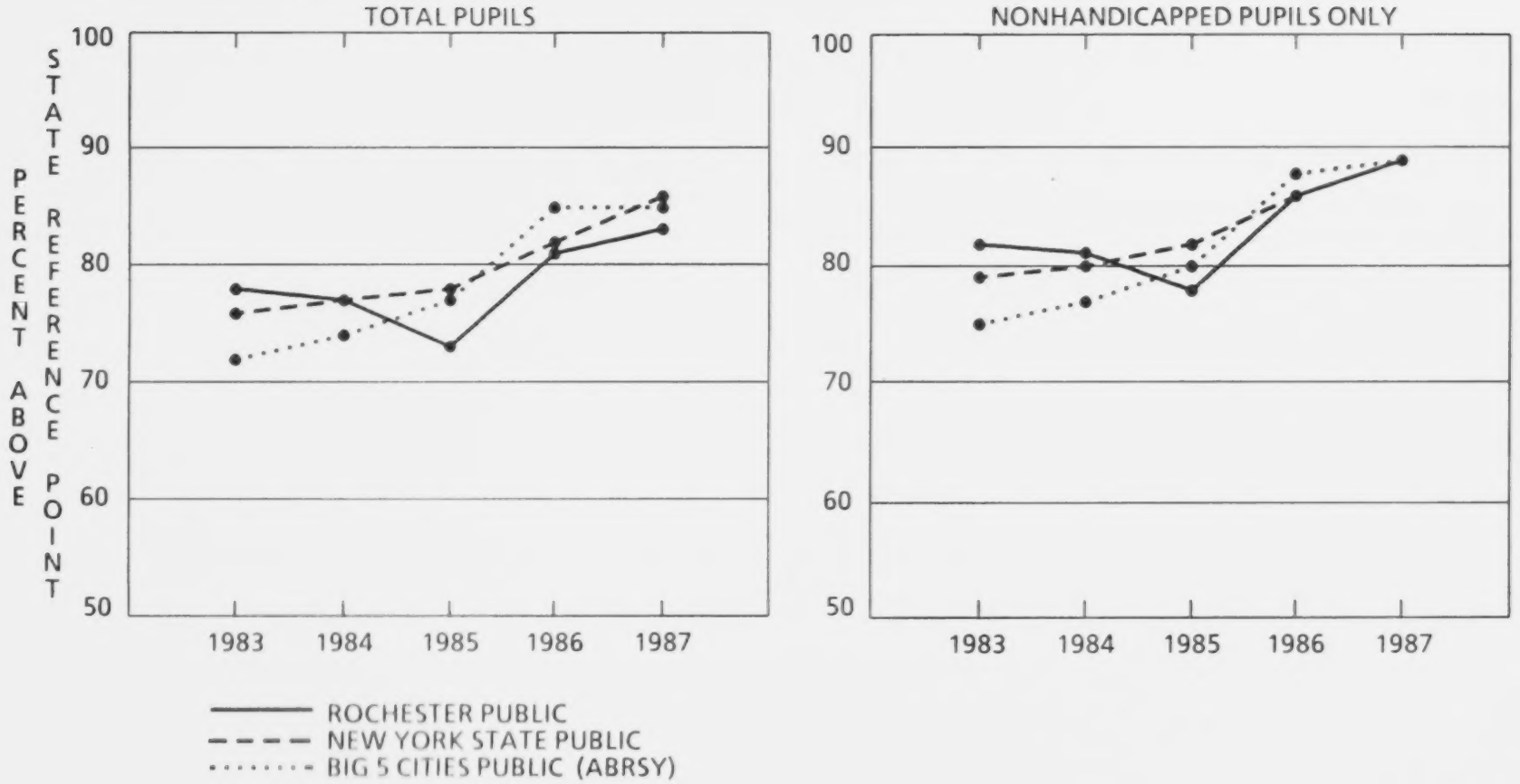
NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
MATHEMATICS - GRADE 3

This figure shows the performance of District pupils on the New York State Pupil Evaluation Program (PEP) test in mathematics at grade 3 from May 1983 through 1987. District pupils' performance is compared to that of public school pupils state wide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Nonhandicapped Pupils" and "Handicapped Pupils". Two sets of figures are shown here, "Total Pupils" (which includes both nonhandicapped and handicapped) and "Nonhandicapped Pupils Only". The Nonhandicapped Only figures may be more useful for purposes of comparison with the reference groups, since the percentage of handicapped pupils in the three groups being compared is not the same. Pupils classified as Mentally Retarded are not given this test.

District nonhandicapped pupils' performance has risen unevenly by 7 percentage points over the period. It recorded a five-year low of 78 percent above the state reference point (11 points below the 1987 value) in 1985. State Public and "Big 5" nonhandicapped pupils' performances were on a par with District performance in 1987, although each of them was at a lower level in 1983.

FIGURE 87-C-21

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
MATHEMATICS-GRADE 3



Data values for this figure are found in Table 87-C-25.

Source of data: New York State Education Department (NYSED) Comprehensive Assessment Regent (CAR) and corresponding Reference Group Summaries for nonhandicapped pupils. Data supplied by NYSED for total pupils.

FIGURE 87-C-22

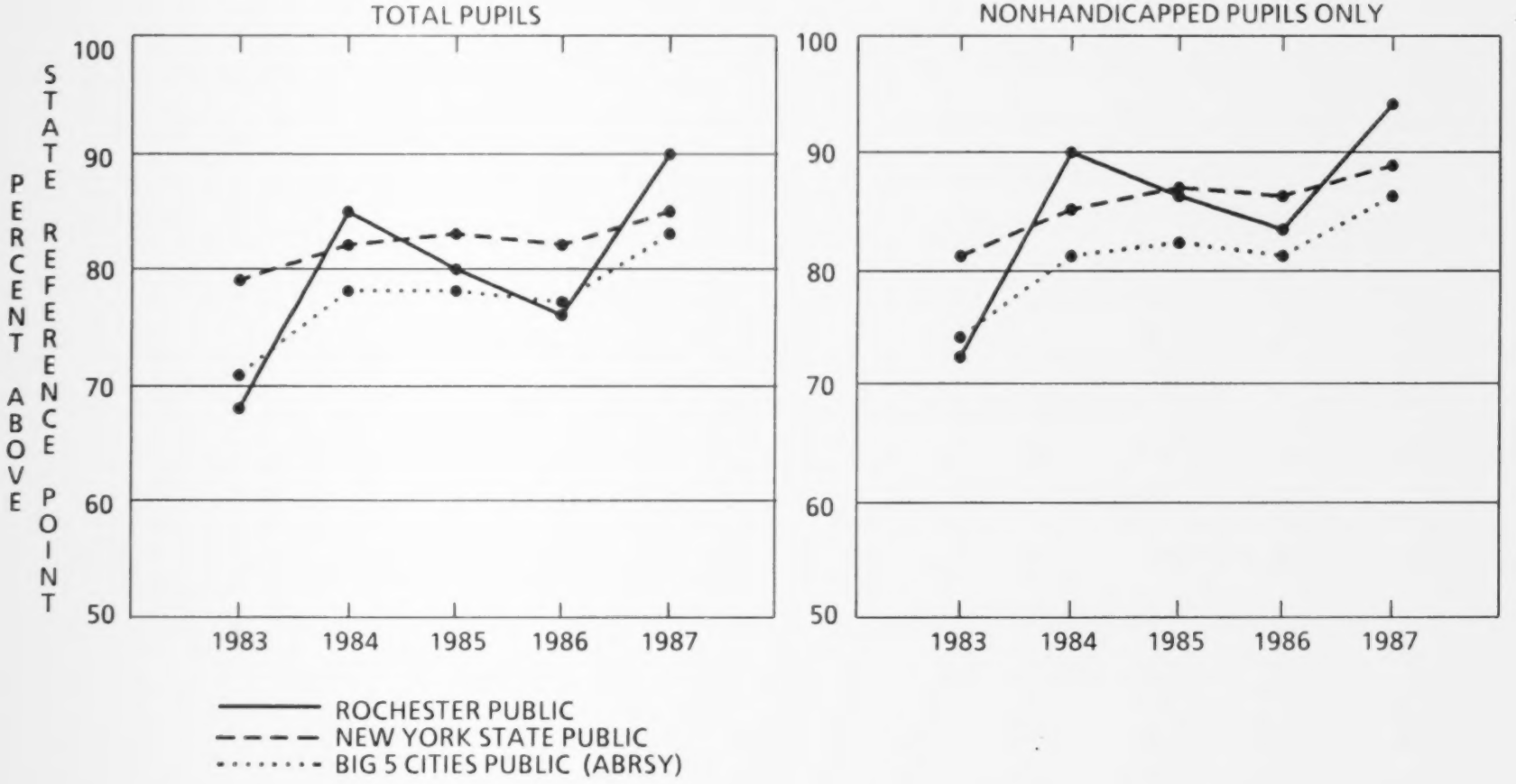
NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
WRITING - GRADE 5

This figure shows the performance of District pupils on the New York State Pupil Evaluation Program (PEP) test in mathematics at grade 3 from May 1983 through May 1987. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Nonhandicapped Pupils" and "Handicapped Pupils". Two sets of figures are shown here, "Total Pupils" (which includes both nonhandicapped and handicapped) and "Nonhandicapped Pupils Only". The Nonhandicapped Only figures may be more useful for purposes of comparison with the reference groups, since the percentage of handicapped pupils in the three groups being compared is not the same. Pupils classified as Mentally Retarded are not given this test.

The performance of District nonhandicapped pupils has fluctuated over the five years presented, but it shows a net rise of 22 percentage points. Performance levels of State Public and "Big 5" nonhandicapped pupils are currently below that of Rochester, although each was above Rochester in 1983.

FIGURE 87-C-22

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
WRITING-GRADE 5



Data values for this figure are found in Table 87-C-25.

Source of data: New York State Education Department (NYSED) Comprehensive Assessment Regent (CAR) and corresponding Reference Group Summaries for nonhandicapped pupils. Data supplied by NYSED for total pupils.

FIGURE 87-C-23

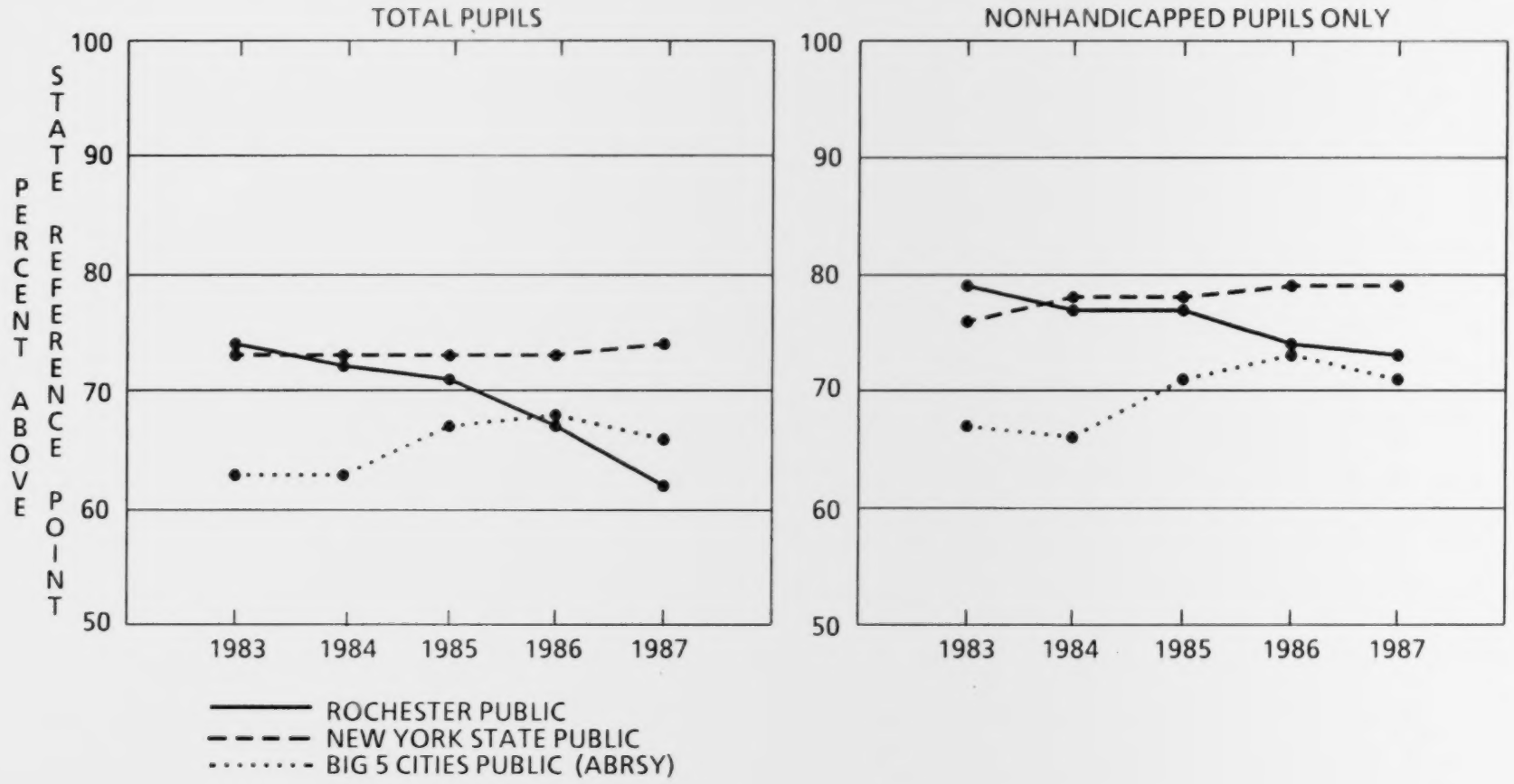
NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
READING - GRADE 6

This figure shows the performance of District pupils on the New York State Pupil Evaluation Program (PEP) test in mathematics at grade 3 from May 1983 through May 1987. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Nonhandicapped Pupils" and "Handicapped Pupils". Two sets of figures are shown here, "Total Pupils" (which include both nonhandicapped and handicapped) and "Nonhandicapped Pupils Only". The Nonhandicapped Only figures may be more useful for purposes of comparison with the reference groups, since the percentage of handicapped pupils in the three groups being compared is not the same. Pupils classified as Mentally Retarded are not given this test.

Grade 6 reading performance of nonhandicapped pupils in the District has declined (by 6 percentage points) over the five years shown. Although the District was 12 points above that of the "Big 5" cities in 1983, it is now 2 points above. The State Public figure surpassed Rochester in 1985 and is now 6 points higher.

FIGURE 87-C-23

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
READING-GRADE 6



Data values for this figure are found in Table 87-C-25.

Source of data: New York State Education Department (NYSED) Comprehensive Assessment Regent (CAR) and corresponding Reference Group Summaries for nonhandicapped pupils. Data supplied by NYSED for total pupils.

FIGURE 87-C-24

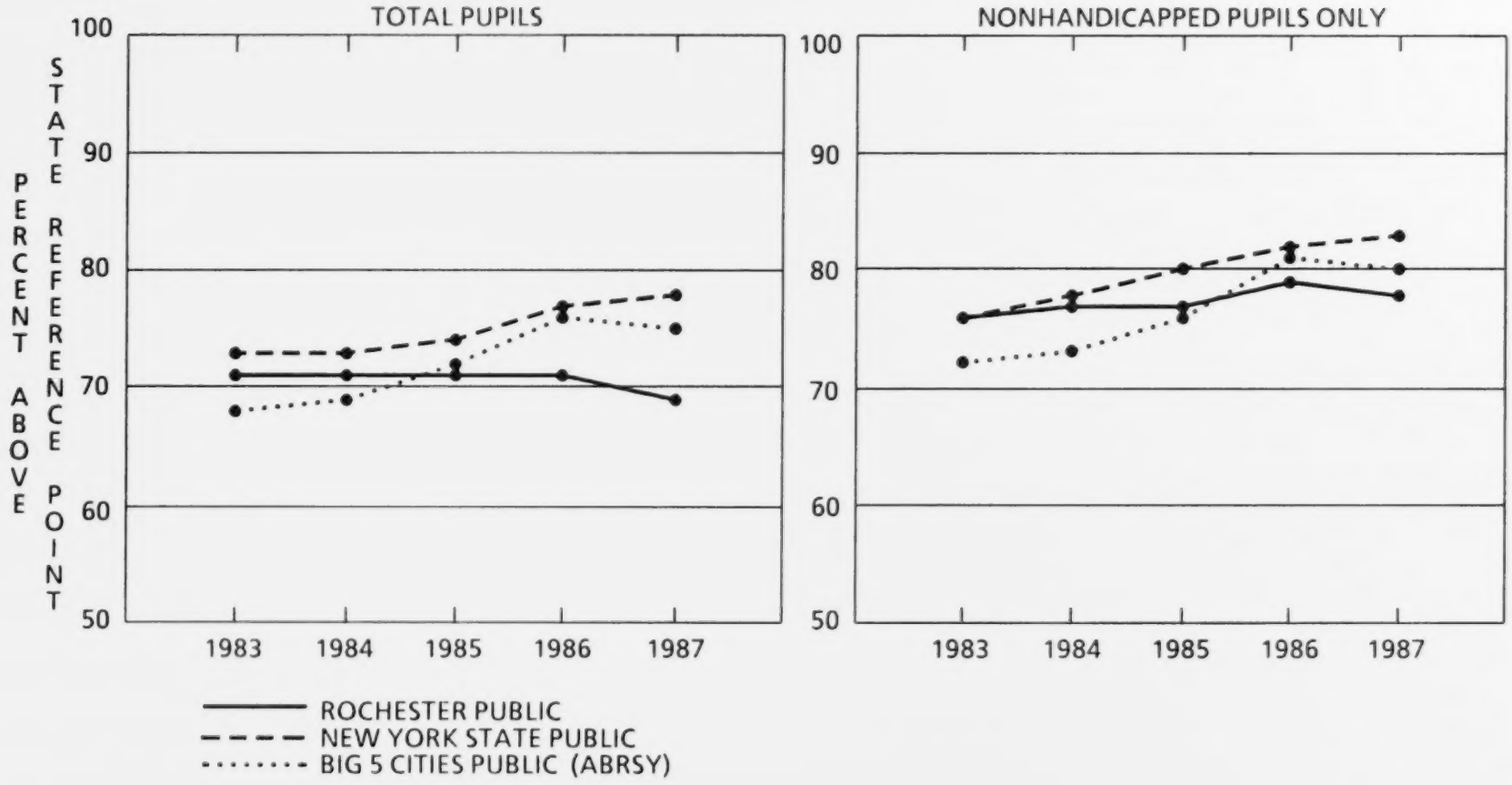
NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
MATHEMATICS - GRADE 6

This figure shows the performance of District pupils on the New York State Pupil Evaluation Program (PEP) test in mathematics at grade 3 from May 1983 through May 1987. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Nonhandicapped Pupils" and "Handicapped Pupils". Two sets of figures are shown here, "Total Pupils" (which includes both nonhandicapped and handicapped) and "Nonhandicapped Pupils Only". The Nonhandicapped Only figures may be more useful for purposes of comparison with the reference groups, since the percentage of handicapped pupils in the three groups being compared is not the same. Pupils classified as Mentally Retarded are not given this test.

Grade 6 mathematics performance of nonhandicapped pupils in the District has remained within a 3 percentage point range for the five years shown and is currently 78 percent of students above the state reference point. Performance levels of State Public and the "Big 5" both now exceed Rochester's, although in 1983 the former's was the same as, and the latter's 4 points below, Rochester's.

FIGURE 87-C-24

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987
MATHEMATICS-GRADE 6



Data values for this figure are found in Table 87-C-25.

Source of data: New York State Education Department (NYSED) Comprehensive Assessment Regent (CAR) and corresponding Reference Group Summaries for nonhandicapped pupils. Data supplied by NYSED for total pupils.

TABLE 87-C-25

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
MAY 1983 THROUGH MAY 1987

This table shows the performance of District pupils on the New York State Pupil Evaluation Program (PEP) tests in reading and mathematics at grades 3 and 6 and in writing at grade 5 from May 1983 through May 1987. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The table shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Nonhandicapped Pupils" and "Handicapped Pupils". Two sets of figures are shown here, "Total Pupils" (which includes both nonhandicapped and handicapped) and "Nonhandicapped Pupils Only". The Nonhandicapped Only figures may be more useful for purposes of comparison with the reference groups, since the percentage of handicapped pupils in the three groups being compared is not the same. Pupils classified as Mentally Retarded are not given this test.

This table contains the values of the information displayed graphically in Figures 87-C-20 through 87-C-24. The individual descriptions which accompany those figures interpret these values.

TABLE 87-C-25

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1983 THROUGH 1987

SUBJECT/ GRADE		TOTAL PUPILS					NONHANDICAPPED PUPILS ONLY				
		'83	'84	'85	'86	'87	'83	'84	'85	'86	'87
READING 3	RCSD	78	77	73	76	75	82	81	78	82	81
	NYS	73	74	74	75	76	76	77	78	79	81
	BIG 5	64	67	69	75	72	67	69	72	78	76
MATHEMATICS 3	RCSD	78	77	73	81	83	82	81	78	86	89
	NYS	76	77	78	82	86	79	80	82	86	89
	BIG 5	72	74	77	85	85	75	77	80	88	89
WRITING 5	RCSD	68	85	80	76	90	72	90	86	83	94
	NYS	79	82	83	82	85	81	85	87	86	89
	BIG 5	71	78	78	77	83	74	81	82	81	86
READING 6	RCSD	74	72	71	67	62	79	77	77	74	73
	NYS	73	73	73	73	74	76	78	78	79	79
	BIG 5	63	63	67	68	66	67	66	71	73	71
MATHEMATICS 6	RCSD	71	71	71	71	69	76	77	77	79	78
	NYS	73	73	74	77	78	76	78	80	82	83
	BIG 5	68	69	72	76	75	72	73	76	81	80

These are the values shown in Figures 87-C-20 through 87-C-24.

Source of Data: New York State Education Department Comprehensive Assessment Report (CAR) and corresponding Reference Group Summaries.

TABLE 87-C-26

NEW YORK STATE PROGRAM EVALUATION TEST
SOCIAL STUDIES - GRADE 6
MAY 1987

This table shows the performance of District pupils on the New York State Program Evaluation Test in social studies at grade 6. This test was administered for the first time in May 1987. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse, and Yonkers). The table shows the pupils' mean score and the statewide percentile rank of that mean score. The data shown here are for Nonhandicapped Pupils only, a category which is more appropriate than "Total Pupils" for comparison with the reference groups, since all three groups have different proportions of handicapped pupils. Pupils classified as Mentally Retarded are not given this test.

In May 1978, Rochester nonhandicapped students obtained a mean raw score of 36.9 of a possible score of 60. The objective portion score was 30.6 (of a possible 50) and the writing portion 7.6 (of a possible 10). The State Education Department (SED) reported the percentile rank of each of these scores as 17. The "Big 5" cities percentile ranks were, respectively, 21, 38, and 21 for the part scores and total. Those of State public schools were 40, 42, 38.

Though not shown in the table, it should be noted that the computational methods used by the SED generated Total State (public plus private, including New York City) percentile values for the part scores and total of 43, 43, and 42, respectively, not the values of 50 that might have been expected.

TABLE 87-C-26

NEW YORK STATE PROGRAM EVALUATION TEST
SOCIAL STUDIES - GRADE 6
NONHANDICAPPED STUDENTS ONLY
MAY 1987

	MAXIMUM SCORE OBTAINABLE	ROCHESTER NUMBER TESTED	MEAN SCORE			PERCENTILE RANK OF MEAN SCORE		
			NYS PUBLIC	BIG 5 CITIES PUBLIC	ROCH. PUBLIC	NYS PUBLIC	BIG 5 CITIES PUBLIC	ROCH. PUBLIC
OBJECTIVE TEST	50	1,890	33.7	30.6	29.8	40	21	17
WRITING SAMPLE	10	1,873	7.7	7.6	7.0	42	38	17
COMBINED TOTAL	60	1,859	41.2	38.2	36.9	38	21	17

Includes nonhandicapped (Rochester N (total) = 1,859) but not handicapped (Rochester N (total) = 337) students.

Source of data: Comprehensive Assessment Report: October 1987, and corresponding Reference Group Summaries for all nonhandicapped data. Handicapped count is from District (Student Data, Testing, and Records) report.

FIGURE 87-C-27

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
GRADE 8
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1986

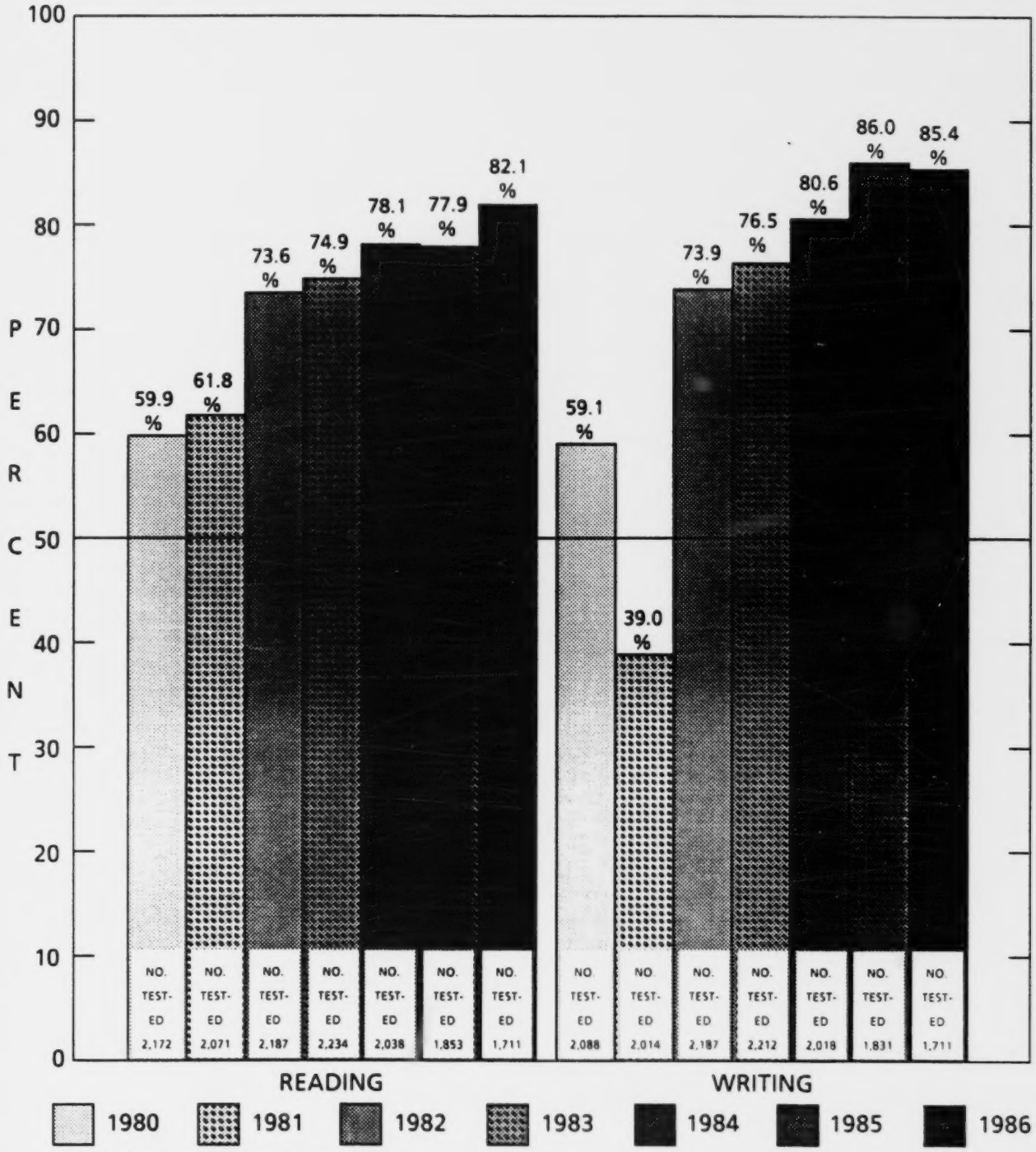
This figure shows, for the fall 1980 through 1986 Preliminary Competency Tests (PCT's) in reading and writing, the percentage of all non-Special Education grade 8 students tested who scored above the state reference point.

The analysis in this figure excludes all full-time Special Education students, as well as any student not in grade 8 who was tested. Also excluded are students tested in any make-up tests later than October. After October 1981, Special Education Resource students (except Speech Resource students) are not included in this figure. Beginning with October 1982, the test performance of these Resource students is reflected in Figure 87-C-28.

More than 2,000 students were tested in each of these administrations until October 1985, when the number tested dropped by about 200 and then by more than another 100 in October 1986, which is consistent with falling grade 8 enrollment. In reading, the percentage scoring above the state reference point increased from approximately 60 percent in 1980 and 1981 to nearly 75 percent in 1982 and 1983, and to almost 80 percent in 1984 and 1985. In 1986, the percentage rose further to approximately 82 percent. In writing, the percentage declined from nearly 60 percent in 1980 to less than 40 percent in 1981, then increased to approximately 75 percent in 1982 and 1983, to more than 80 percent in 1984, and to approximately 85 percent in 1985 and 1986.

FIGURE 87-C-27

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
GRADE 8
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1986



Excludes Special Education students.

123

FIGURE 87-C-28

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
SPECIAL EDUCATION - ANY GRADE
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1986

This figure shows, for the fall 1980 through 1986 Preliminary Competency Tests (PCT's) in reading and writing, the percentage of Special Education students taking the tests (in all grades, including NG) who scored above the state reference point. Educable Mentally Retarded (EMR) and Trainable Mentally Retarded (TMR) students do not take the tests; these are the only categories which have been exempted regularly throughout the period.

The analysis in this figure excludes students tested in any make-up tests later than October. Because of State Education Department guidelines, substantially more of the Special Education population was tested in October 1981 than in October 1980. In addition, between October 1981 and October 1982, Resource students (except Speech Resource) were added to this analysis and eliminated from Figure 87-C-27.

In October 1980, the number tested in each subject was approximately 160. In October 1981 through 1984, the number tested in each subject ranged from 279 to 359. The percentage of students tested who scored above the state reference point in reading increased over those five years, from approximately 13 to 25 percent. In writing, the percentage increased unevenly, from approximately 15 percent in 1980 to 20 percent in 1984.

In October 1985, a guideline relating age and grade level equivalent was strictly enforced for the first time. This limited Special Education students taking the PCT's to those 15 years of age. That same year, the number of students taking the tests declined by about half, but the percentages who scored above the state reference points approximately doubled. In October 1986, the number of students taking the tests remained below 200, and the percentages who scored above the state reference points dropped, by approximately 7 percentage points for reading and by approximately 20 percentage points for writing.

FIGURE 87-C-28

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
SPECIAL EDUCATION - ANY GRADE
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1986

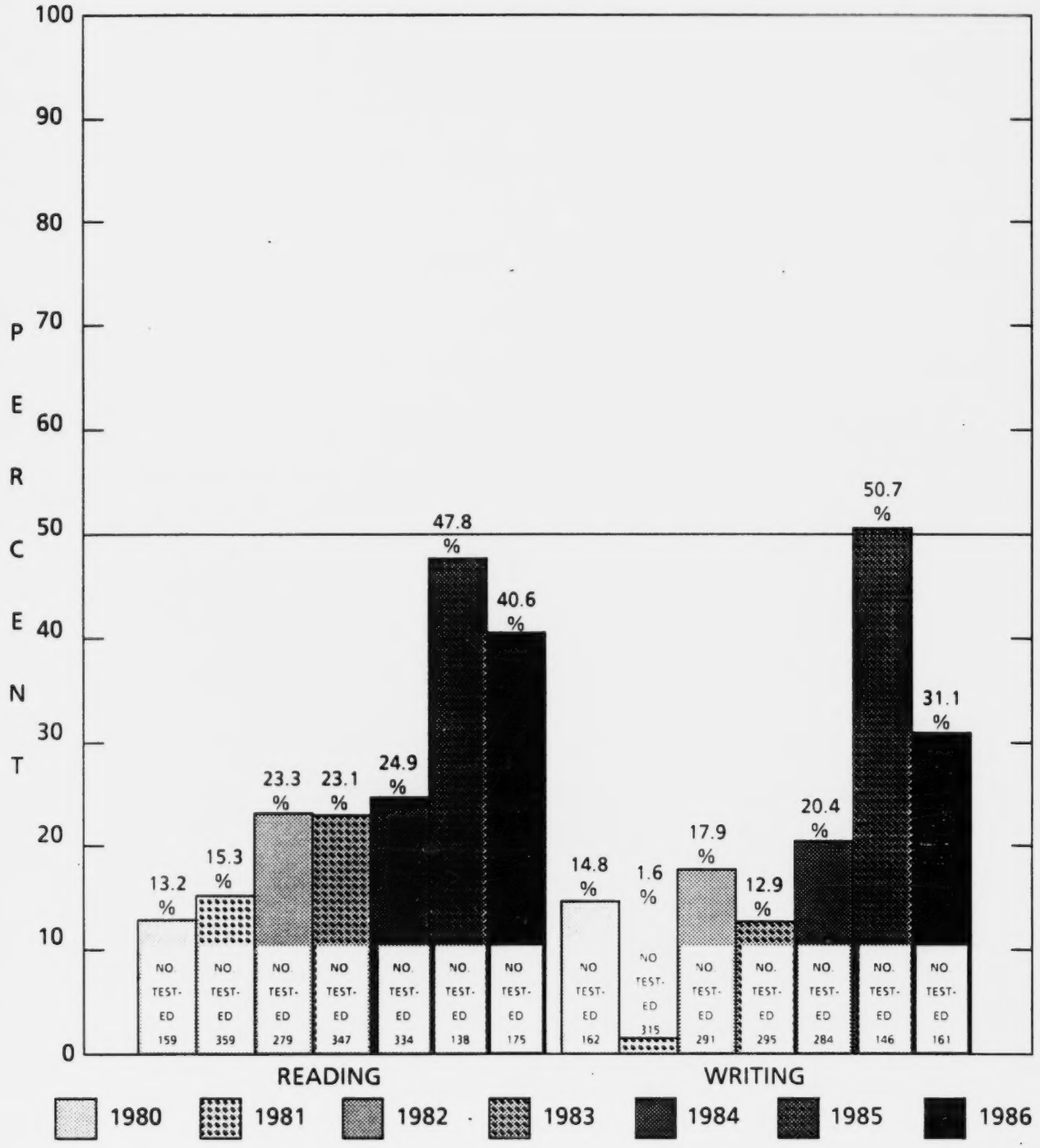


FIGURE 87-C-29

PERCENTAGES OF DIPLOMA CANDIDATES
MEETING REGENTS COMPETENCY REQUIREMENTS
FOR GRADUATION
NONHANDICAPPED STUDENTS ONLY
1985-86 AND 1986-87

This figure shows the percentages of nonhandicapped diploma candidates who met graduation requirements under the Regents Competency plan. Students meeting these requirements passed the Regents Competency Tests (RCT), passed a Regents examination in the relevant subject, or obtained a satisfactory score on either the Scholastic Aptitude Test or the American College Testing program. The fact that these students passed the RCT's does not necessarily indicate that they graduated, since they may not have met local requirements for graduation.

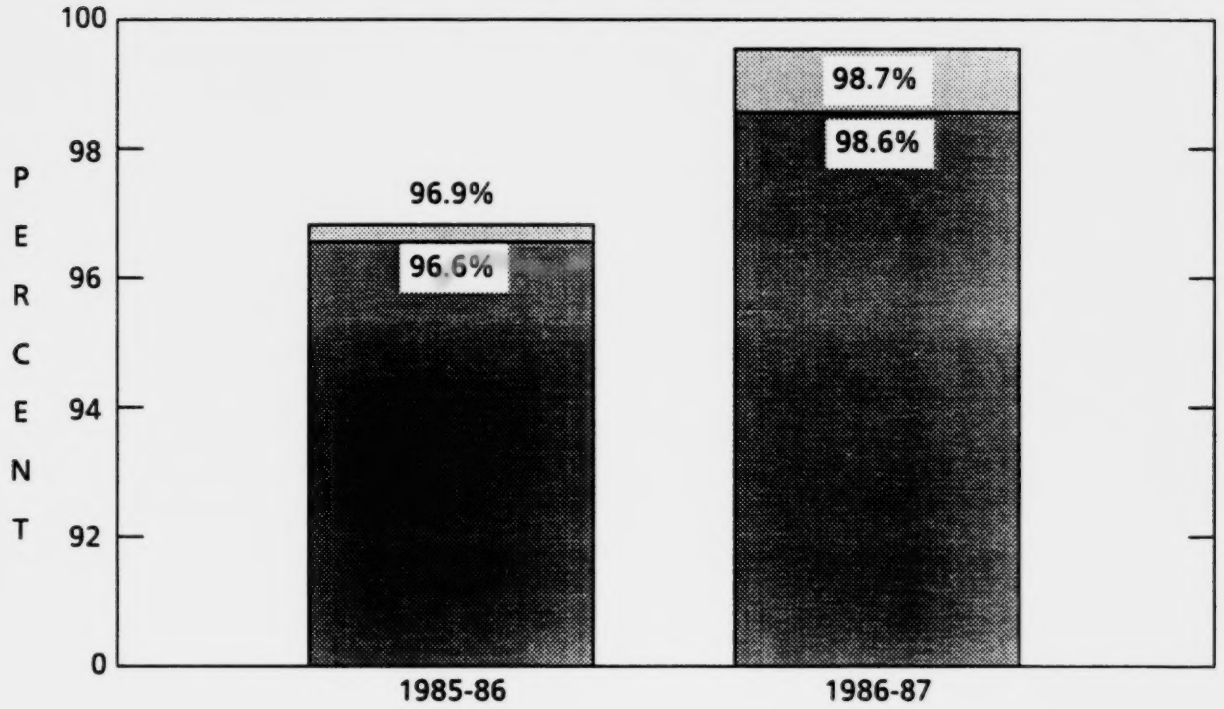
The form prepared by the State Education Department to collect these data had changed in various respects between 1977-78 and 1985-86. Earlier editions of the District Data Report detailed these changes and presented data from those years. It was decided to eliminate the years previous to 1985-86 in this edition for the sake of comparability and in the hope that the state's reporting formats will remain sufficiently consistent in the future to permit meaningful longitudinal comparisons.

For both school years shown, the calculation of "candidates for graduation" is based on students who were "expected to complete (local) diploma requirements at any time during the school year". Basic school year counts of candidates and graduates are based on the period "Sept. 1 - June 30". Summer graduates ("July and August") are reported on a separate form. Both sets of graduates are further divided into nonhandicapped and handicapped, the latter further subdivided into IEP and non-IEP candidates. This report includes only nonhandicapped.

The proportion of diploma candidates meeting Regents Competency requirements during the school year was 96.6 percent in 1985-86. When data on summer graduates who were also diploma candidates in June 1986 were added to the 1985-86 figures, the percentage rose to 96.9 percent. In 1986-87, the school-year percentage was 98.6 percent. The addition of summer 1987 graduates who were also diploma candidates in June 1987 raised that percentage to 98.7 percent.

FIGURE 87-C-29

PERCENTAGES OF DIPLOMA CANDIDATES
MEETING REGENTS COMPETENCY REQUIREMENTS
FOR GRADUATION
NONHANDICAPPED STUDENTS ONLY
1985-86 AND 1986-87



CANDIDATES MEETING COMPETENCY REQUIREMENTS DURING SCHOOL YEAR

CANDIDATES MEETING COMPETENCY REQUIREMENTS DURING FOLLOWING SUMMER

	1985-86	1986-87
CANDIDATES FOR GRADUATION	1,378	1,453
MET COMPETENCY REQUIREMENTS IN SCHOOL YEAR	1,331	1,432
MET COMPETENCY REQUIREMENTS IN SUMMER	4	2
TOTAL MEETING COMPETENCY REQUIREMENTS	1,335	1,434

Source of data: High School Graduation Report forms sent by the schools to the State Education Department.

TABLE 87-C-30

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1987
[PRELIMINARY DATA]

This figure shows the numbers and percentages of District students who were administered the Regents Competency Tests and who passed or failed them in each of the basic subjects. In all three of the basic skills at grades 11 and 12, a larger number of students are administered the test in January than in June. Students have multiple opportunities to take and pass the Regents Competency Tests. For this reason, percentages in the June administration for grade 12 are based on a relatively small number of students and include those who previously failed.

In the June administration, five grade 12 students failed Reading, none failed Writing, and four failed Mathematics. Some of these Reading and Mathematics failures may have been by the same students.

TABLE 87-C-30

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1987
[PRELIMINARY DATA]

SUBJECT	GRADE	JANUARY ADMINISTRATION				JUNE ADMINISTRATION			
		NUMBER WRITTEN	NUMBER PASSED	PERCENT PASSED	NUMBER FAILED	NUMBER WRITTEN	NUMBER PASSED	PERCENT PASSED	NUMBER FAILED
READING	9	0	0	NA	0	0	0	NA	0
	10	0	0	NA	0	0	0	NA	0
	11	1,392	1,253	90	139	181	117	71	64
	12	98	76	78	22	30	25	83	5
	OTHER	0	0	NA	0	0	0	NA	0
	TOTAL	1,490	1,329	89	161	211	142	67	69
WRITING	9	0	0	NA	0	0	0	NA	0
	10	0	0	NA	0	0	0	NA	0
	11	1,413	1,240	88	173	184	138	88	46
	12	80	73	91	7	13	13	100	0
	OTHER	0	0	NA	0	0	0	NA	0
	TOTAL	1,493	1,313	88	180	197	151	77	46
MATHE-MATICS	9	20	12	60	8	1,166	772	66	394
	10	328	207	63	121	358	197	55	161
	11	338	179	53	159	221	87	39	134
	12	67	49	73	18	24	20	83	4
	OTHER	0	0	NA	0	0	0	NA	0
	TOTAL	753	447	59	306	1,769	1,076	61	693

Note: Includes handicapped students: Most handicapped students' grade designation is nongraded (NG) and they will appear in the "Other" row in the final report; they have been assigned graded status on the basis of age in this version. Reading and Writing results of grade 9 and 10 students have been grouped with grade 11 students in this report for purposes of complying with New York State report format requirements.

NA means Not Applicable.

Source of data: Student Data, Testing, and Records preliminary reports, prior to incorporation of State Education Department audit of Writing RCT results.

SECTION D

ATTAINMENT

SECTION D

ATTAINMENT

This section presents information, some in a historical and/or comparative contest, on aspects of students' academic attainment, according to the following outline:

Regents and Non-Regents Placements, Marks, and Scores ..... 87-D-1 through 87-D-5

Graduation Rates 87-D-6

Regents and Non-Regents Diplomas and Regents Scholarships 87-D-7

Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test (PSAT), and American College Testing Program (ACT) Results ..... 87-D-8 through 87-D-11

Graduate Destination Survey Results 87-D-12

Additional analysis of graduate destinations is available in the Graduate Destination Report: Selected Years: 1979-1985 (June 1986) and the Graduate Destination Report: 1986 (March 1987), both published by the Department of Student Data, Testing, and Records.

FIGURE 87-D-1

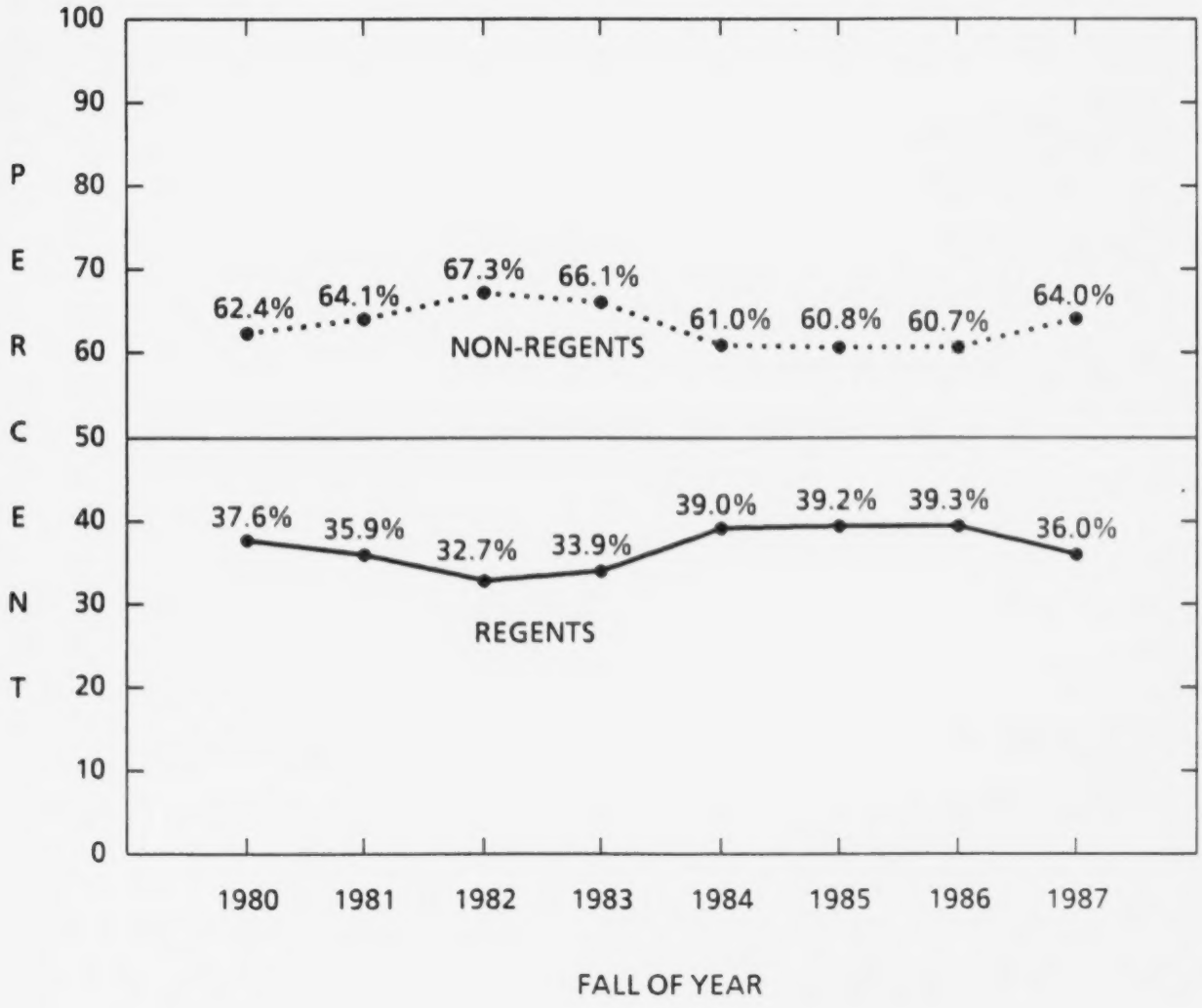
PERCENTAGES OF STUDENTS
IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
END OF FIRST MARKING PERIOD (EARLY NOVEMBER)
1980-81 THROUGH 1987-88

This figure indicates the proportion of students who had been placed in ninth-grade Regents and non-Regents social studies courses by the end of the first report card marking period, which occurs in early November, for the period 1980-81 through 1986-87. Edison was excluded from this analysis from 1980 through 1985 because of irregularities in student placement in ninth-grade social studies courses. These irregularities were corrected by fall 1986, however, and Edison is included in the 1986 and 1987 percentages. School Without Walls is not part of the data shown. Most alternative programs are included.

The figure indicates that Regents placement dropped each year from 37.6 percent in fall 1980 to 32.7 percent in fall 1982, then increased each year to 39.3 percent in fall 1986, then declined to 36.0 percent in fall 1987. Non-Regents placement conversely increased from 62.4 percent in fall 1980 to 67.3 percent in fall 1982, then decreased to 60.7 percent in fall 1986, but then increased to 64.0 percent in 1987. Most of the shift in percentages between 1986 and 1987 is attributable to the results reported each of those two years from Edison.

FIGURE 87-D-1

PERCENTAGES OF STUDENTS
IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
END OF FIRST MARKING PERIOD (EARLY NOVEMBER)
1980-81 THROUGH 1987-88



Edison is excluded from the analysis from 1980 through 1985 but is included in 1986 and 1987. (See description at left.)

FIGURE 87-D-2

COURSE ENROLLMENTS
IN CORE ACADEMIC SUBJECTS
GRADES 7-12
1986-87

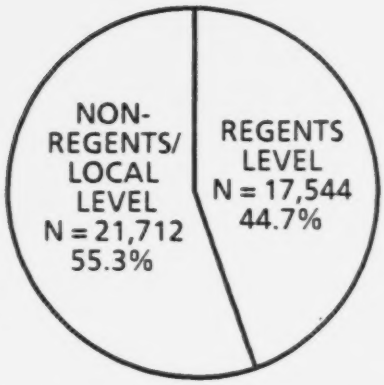
This figure presents three views of enrollments in the core academic subjects (English, mathematics, social studies, science) at grades 7-12. Those courses which were judged to be either non-Regents/local level or Regents level are included in the analysis. However, certain courses (such as the two-year Algebra I and II sequence, and the Unified Science courses), which had been categorized as "neither" in previous school years, were assigned either Regents or non-Regents status as of 1985-86.

The first view shows the numbers and percentages of these course enrollments that are Regents and that are non-Regents. The second view shows the number and percentages of Caucasian and non-Caucasian student enrollments in these courses. The third view shows the percentages of Regents enrollment for a six school year period..

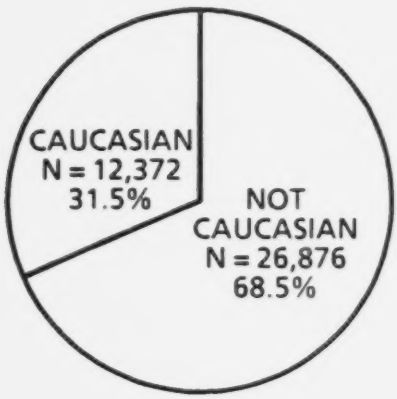
Of the 1986-87 course enrollments, 17,544 (44.7%) are in Regents courses and 21,712 (55.3%) are in non-Regents courses. Of these same course enrollments (less 4 with no ethnic codes), 12,372 (31.5%) represent Caucasian students, and 26,876 (68.5%) represent non-Caucasian students. More than half the core courses taken by these Caucasian students are Regents level courses (64.4%), while slightly more than one in three of the courses taken by the non-Caucasian students are Regents level (35.6%).

FIGURE 87-D-2

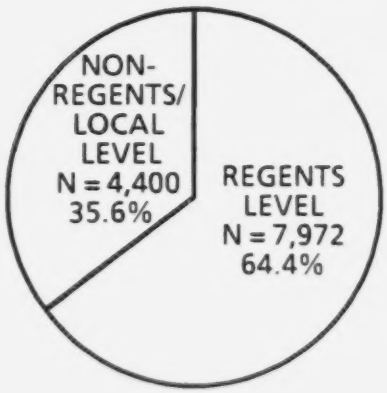
COURSE ENROLLMENTS IN CORE ACADEMIC SUBJECTS GRADES 7-12 1986-87



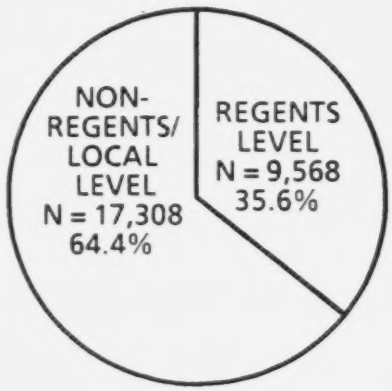
NON-REGENTS/LOCAL LEVEL VERSUS REGENTS LEVEL



ETHNIC



CAUCASIAN



NOT CAUCASIAN

PERCENT REGENTS
GRADES 7-12 AND 9-12
1981-82 THROUGH 1986-87

	1981-82*	1982-83*	1983-84*	1984-85	1985-86**	1986-87
9-12 COURSES	40	38	36	37	46	45
7-12 COURSES	NA	NA	NA	NA	46	45

* Regents, non-Regents and "Neither" categories were in existence. Also, excluded Grade 12 mathematics.

** Courses, particularly in mathematics, were at this time recategorized as to their status regarding Regents level or non-Regents/local level.

NOTE: These data exclude School Without Walls and Nathaniel Rochester Community School.

TABLE 87-D-3

REPORT CARD MARKS AND FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1987

This table shows an analysis of final report card marks in June 1987 for grades 7 through 12 English, mathematics, social studies, and science courses. The grade levels indicated refer to the level of the courses, not necessarily to the students enrolled in them. For example, a tenth grader enrolled in a grade 9 course shows here as a Grade 9 course enrollment mark. The analysis also incorporates the non-Regents/local level and Regents level placement distinction for each subject at each grade level. Those courses which were judged to be either non-Regents/local level or Regents level are included in the analysis; elective and remedial courses are not included. In 1985-86, certain courses, particularly in mathematics, were recategorized as to non-Regents/local level or Regents level status. The present categorization reflects the best thinking of the instructional director on this point. The number of students receiving final failing marks and the percentage that this represents of all non-Regents/local level or Regents level marks at that grade and subject are also provided. (See important footnote to Table.)

At every grade level and in every subject shown, the proportion of students in non-Regents/local level classes receiving failing final marks exceeds that of students in Regents level classes. This uneven distribution of failing marks is generally more pronounced in English, social studies and science courses at grades 7, 8 and 9, and in all grade 12 courses, where non-Regents/local level students' failure rates are generally at least double those of Regents level students. The highest percentages of failures in all subjects at the non-Regents/local level (above 40%) are found at grades 7, 8, and 9 mathematics and grade 9 science. Percentages of failures in Regents level courses in all subjects generally range from 10 to 25 percent, except at grade 12 and in grade 7 and 9 mathematics.

In grade 8, the percentages of failures in non-Regents/local level courses and in Regents level courses are 38.5 and 11.1, respectively, in English; 47.9 and 25.6 in mathematics; 33.7 and 18.6 in social studies; and 39.1 and 13.6 in science.

TABLE 87-D-3

REPORT CARD MARKS AND FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1987

SUBJECT	NONREGENTS/ LOCAL LEVEL			REGENTS LEVEL			NONREGENTS/ LOCAL LEVEL			REGENTS LEVEL		
	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL
	GRADE 7 COURSES						GRADE 8 COURSES					
ENGLISH	875	313	35.8	637	116	18.2	891	343	38.5	714	79	11.1
MATH.	867	356	41.1	714	225	31.5	975	467	47.9	566	145	25.6
SOC. STUD.	855	314	36.7	718	124	17.3	881	297	33.7	748	139	18.6
SCIENCE	840	270	32.1	714	91	12.7	874	342	39.1	706	96	13.6
	GRADE 9 COURSES						GRADE 10 COURSES					
ENGLISH	1392	516	37.1	984	115	11.7	1020	306	30.0	968	127	13.1
MATH.	1486	600	40.4	1957	597	30.5	299	109	36.5	775	187	24.1
SOC. STUD.	1387	529	38.1	957	137	14.3	1134	322	28.4	926	158	17.1
SCIENCE	1340	578	43.1	915	182	19.9	1563	436	27.9	608	148	24.3
	GRADE 11 COURSES						GRADE 12 COURSES					
ENGLISH	859	204	23.7	767	94	12.3	688	92	13.4	592	18	3.0
MATH.	1097	343	31.3	766	137	17.9	383	59	15.4	410	11	2.7
SOC. STUD.	1007	240	23.8	755	101	13.4		NA			NA	
SCIENCE	852	218	25.6	396	86	21.7	147	27	18.4	251	13	5.2

Honors and Advanced Placement courses are counted with Regents level, while Basic Skills courses are counted with non-Regents/local level. Electives and remedial courses are excluded from the analysis. These data exclude School Without Walls and Nathanial Rochester Community School.

NOTE: This table displays data on course marks and failures, not final examination marks and failures. The two are not the same. There is a practice in the District of giving "local credit" for Regents courses in the case that a student fails the final Regents examination but his other coursework merits it. This is recorded on the central files as a passing final mark, but the course still appears on the file as a Regents course. Therefore, the percentage of students failing Regents courses which have a Regents examination is artificially deflated in this report and the percentage failing the analogous (by grade and subject) non-Regents courses is artificially inflated in this report. The extent of this problematical situation may be estimated from the approximate figures that of 5,561 courses ending in a Regents examination that had valid final marks and examination scores, 872 (16%) of them showed on the central files as passed although the Regents examination itself was failed.

TABLE 87-D-4

FINAL EXAMINATION SCORES AND FAILING SCORES
NUMBERS AND PERCENTAGES
REGENTS LEVEL COURSES
JUNE 1987

This table shows an analysis of final examination scores in June 1987 for grades 7 through 12 English, mathematics, social studies, and science courses. The grade levels indicated refer to the level of the courses, not necessarily to the students enrolled in them. For example, a tenth grader enrolled in a grade 9 course shows here as a Grade 9 course enrollment score. The analysis also incorporates the non-Regents/local level and Regents level placement distinction for each subject at each grade level. Those courses which were judged to be either non-Regents/local level or Regents level are included in the analysis; elective and remedial courses are not included. In 1985-86, certain courses, particularly in mathematics, were recategorized as to non-Regents/local level or Regents level status. The present categorization reflects the best thinking of the instructional director on this point. The number of students receiving final failing examination scores (1-64) and the percentage that this represents of all non-Regents/local level or Regents level examination scores (1-100) at that grade and subject are also provided. Blank and zero scores were excluded from the analysis.

Percentages failing Regents level course final examinations are generally lower at grade 12 than at grades 7 through 11, with the exception of science. The highest percentages failing are found in grades 7 and 8 mathematics (59.8% and 59.5%, respectively), and in grades 7, 9, 10 and 11 social studies (46.5%, 45.1%, and 40.1%, 42.1%, respectively).

TABLE 87-D-4

FINAL EXAMINATION SCORES AND FAILING SCORES
NUMBERS AND PERCENTAGES
REGENTS LEVEL COURSES
JUNE 1987

SUBJECT	GRADE 7 COURSES			GRADE 8 COURSES		
	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL
ENGLISH	838	181	29.6	906	94	13.5
MATH	944	407	59.8	771	328	59.5
SOC. STUD.	1,042	334	46.5	1,123	262	35.5
SCIENCE	934	111	16.3	915	173	25.4

SUBJECT	GRADE 9 COURSES			GRADE 10 COURSES		
	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL
ENGLISH	1,115	125	13.3	1,098	109	11.8
MATH.	2,617	630	34.5	972	276	37.0
SOC. STUD.	1,962	535	45.1	1,479	404	40.1
SCIENCE	1,075	283	33.3	740	176	34.1

SUBJECT	GRADE 11 COURSES			GRADE 12 COURSES		
	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL
ENGLISH	872	184	24.5	647	39	7.1
MATH	878	254	34.7	458	68	15.0
SOC. STUD.	1,247	386	42.1	NA	NA	NA
SCIENCE	482	99	28.7	297	37	17.0

Honors and Advanced Placement courses are counted with Regents level, while Basic Skills courses are counted with non-Regents/local level. Electives and remedial courses are excluded from the analysis. These data exclude School Without Walls and Nathanial Rochester Community School.

NOTE: This table shows the results of examinations taken at the end of courses designated as Regents level courses. Not all of these examinations are actual Regents examinations.

139

TABLE 87-D-5

FINAL EXAMINATION SCORES AND FAILING SCORES
NUMBERS AND PERCENTAGES
NON-REGENTS/LOCAL LEVEL COURSES
JUNE 1987

This table shows an analysis of final examination scores in June 1987 for grades 7 through 12 English, mathematics, social studies, and science courses. The grade levels indicated refer to the level of the courses, not necessarily to the students enrolled in them. For example, a tenth grader enrolled in a grade 9 course shows here as a Grade 9 course enrollment score. The analysis also incorporates the non-Regents/local level and Regents level placement distinction for each subject at each grade level. Those courses which were judged to be either non-Regents/local level or Regents level are included in the analysis; elective and remedial courses are not included. In 1985-86, certain courses, particularly in mathematics, were recategorized as to non-Regents/local level or Regents level status. The present categorization reflects the best thinking of the instructional director on this point. The number of students receiving final failing examination scores (1-64) and the percentage that this represents of all non-Regents/local level or Regents level examination scores (1-100) at that grade and subject are also provided. Blank and zero scores were excluded from the analysis.

Nonregents/local level course final examination failure rates for English and mathematics are generally lower at grades 11 and 12 than for those subjects at other grade levels. Science failure rates are highest at grades 8 and 9. The highest failure rates overall, regardless of subject, for nonregents/local level course final examinations are in grade 8 English (51.0%), grades 7 and 8 mathematics (63.2% and 75.3%, respectively), and in grades 8 and 9 science (55.5% and 68.6%, respectively).

TABLE 87-D-5

FINAL EXAMINATION SCORES AND FAILING SCORES NUMBERS AND PERCENTAGES NONREGENTS/LOCAL LEVEL COURSES JUNE 1987

SUBJECT	GRADE 7 COURSES			GRADE 8 COURSES		
	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL
ENGLISH	1,060	354	457	1,123	392	51.0
MATH	1,088	497	63.2	1,209	627	75.3
SOC. STUD.	921	209	30.5	940	262	36.3
SCIENCE	1,056	329	43.1	1,074	427	55.5

SUBJECT	GRADE 9 COURSES			GRADE 10 COURSES		
	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL
ENGLISH	1,972	503	43.9	1,366	375	41.4
MATH	2,130	551	44.7	446	90	35.0
SOC. STUD.	1,081	150	16.3	1,064	344	38.2
SCIENCE	1,805	737	68.6	2,060	603	44.2

SUBJECT	GRADE 11 COURSES			GRADE 12 COURSES		
	TOT. NO.	NO. FAIL	PCT. FAIL	TOT. NO.	NO. FAIL	PCT. FAIL
ENGLISH	1,082	151	20.4	808	165	25.7
MATH	1,430	283	30.3	470	68	19.4
SOC. STUD.	867	261	36.1	NA	NA	NA
SCIENCE	1,051	352	46.6	178	61	44.5

Honors and Advanced Placement courses are counted with Regents level, while Basic Skills courses are counted with non-Regents/local level. Electives and remedial courses are excluded from the analysis. These data exclude School Without Walls and Nathanial Rochester Community School.

FIGURE 87-D-6

PERCENTAGES
OF DIPLOMA CANDIDATES GRADUATED
NONHANDICAPPED STUDENTS ONLY
1985-86 AND 1986-87

This figure shows the percentages of nonhandicapped diploma candidates who actually graduated in 1985-86 and 1986-87. Data are based on summaries of information sent by the schools to the State Education Department on the High School Graduation Report form. The analysis includes forms submitted by diploma-granting schools (for the most part, the comprehensive high schools), and includes Wilson, School Without Walls, Edison, and Lofton, but not East Evening High School. The table shows the specific counts of "candidates" and graduates.

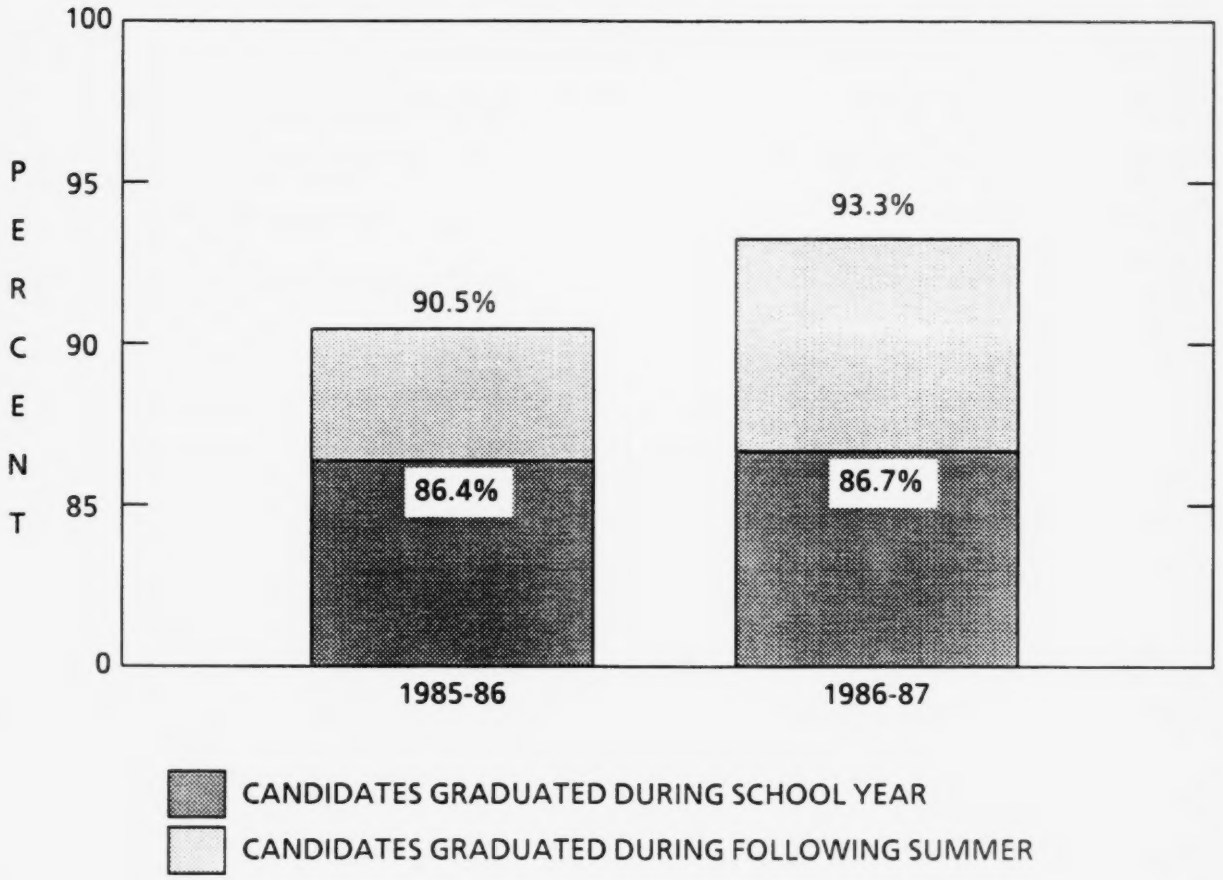
The form prepared by the State Education Department to collect these data had changed in various respects between 1977-78 and 1985-86. Earlier editions of the District Data Report detail these changes and present data from those years. It was decided to eliminate years previous to 1985-86 in this edition for the sake of comparability and in the hope that the State's reporting formats will remain sufficiently consistent in the future to permit meaningful longitudinal comparisons.

For both school years shown, the calculation of "candidates for graduation" is based on students who were "expected to complete (local) diploma requirements at any time during the school year." Basic school year counts of graduates are based on the period "Sept. 1 - June 30." Summer graduates ("July and August") are reported on a separate form. Both sets of graduates are further divided into nonhandicapped and handicapped, the latter further subdivided into IEP and non-IEP graduates. This report includes only nonhandicapped.

The percentage of diploma candidates who graduated during the 1985-86 school year was 86.4 percent. Additional graduates from this group during summer 1986 raised this to 90.5 percent. In 1986-87, the school year graduate percentage was exactly the same as the previous year (86.7%). The additional summer graduates raised the percentage higher than the previous year, to 93.3 percent.

FIGURE 87-D-6

PERCENTAGES
OF DIPLOMA CANDIDATES GRADUATED
NONHANDICAPPED STUDENTS ONLY
1985-86 AND 1986-87



	1985-86*	1986-87*
CANDIDATES FOR GRADUATION	1,378	1,453
SCHOOL YEAR GRADUATES	1,191	1,260
SUMMER GRADUATES	80	114
TOTAL GRADUATE	1,271	1,374
SUMMER GRADUATES NOT "CANDIDATES"	24	18
TOTAL "CANDIDATES" GRADUATED	1,247	1,356

*Data include following summer, e.g. summer 1986 goes with 1985-86.

Source of data: Data are based on the High School Graduation Report, which is sent to the State Education Department.

FIGURE 87-D-7

PERCENTAGES OF GRADUATES
RECEIVING REGENTS AND LOCAL DIPLOMAS
AND REGENTS SCHOLARSHIPS
1979-80 THROUGH 1986-87

This figure shows the percentages of graduates who received Regents diplomas and local diplomas from 1979-80 through 1986-87. The percentage of these graduates receiving Regents scholarships is shown also as a separate statistic.

The High School Graduation Report form prepared by the State Education Department has changed in several respects. Apparently, data collected for 1979-80 were for June graduates only; those for 1980-81 and 1981-82 were for January, June and Other; those for 1981-82 through 1984-85 were for January and June; and those for 1985-86 were for the school year (September 1-June 30). At the time the 1985-86 form was released, three other changes were made. A complementary form was sent to report data also for July and August (of the following summer). Additionally, data were collected separately also on handicapped pupils including meeting the requirements of their Individual Education Program after four years (IEP diplomas). Data on these students for 1985-86 and 1986-87 are not included in this figure.

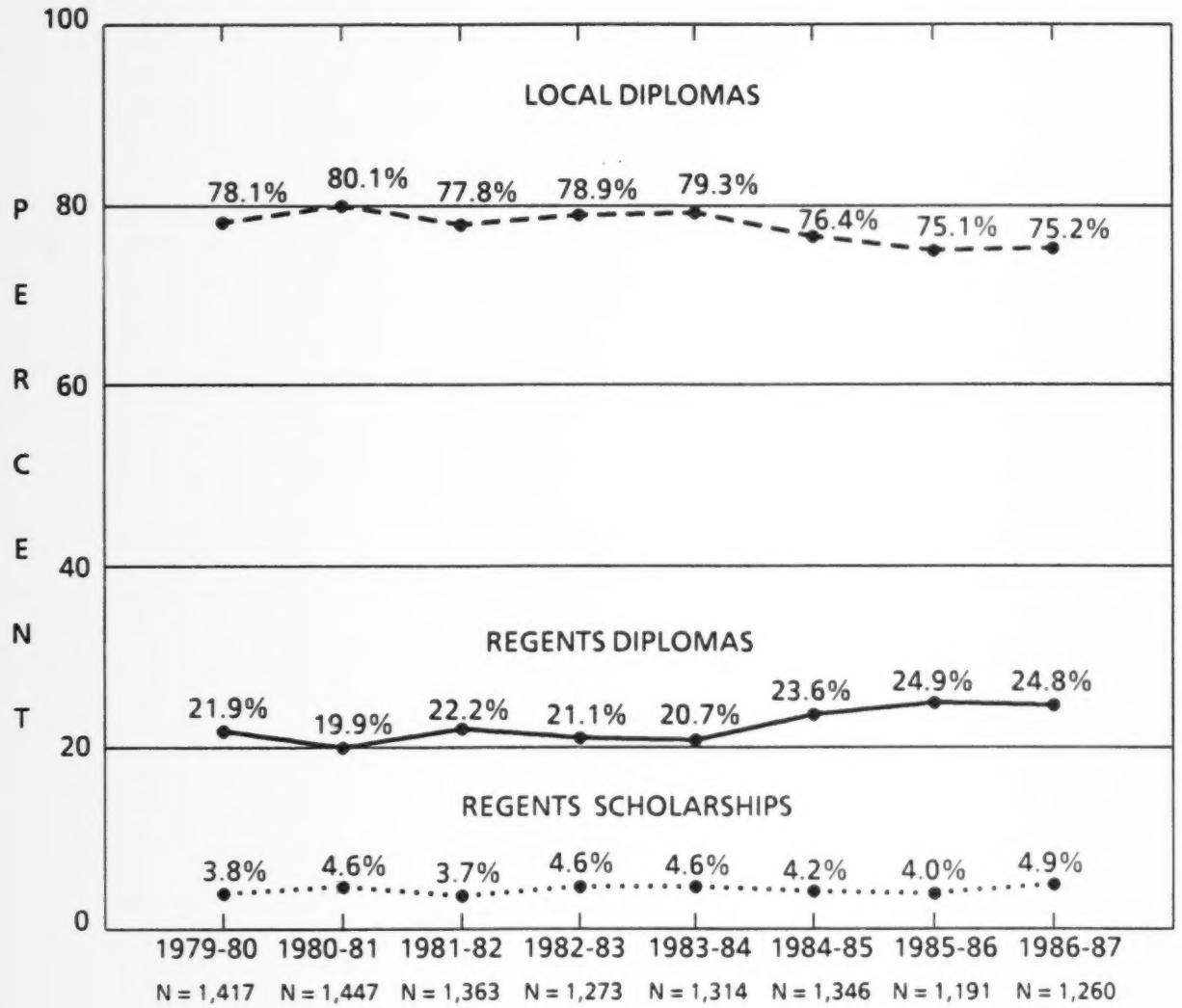
Summer graduates are a concern. With the possible exception of 1980-81 and 1981-82, they are not called for on the reporting form. However, prior to 1985-86, it is not certain whether, to what extent, to which school year (prior or following), and by which schools they may have been reported nonetheless. Starting with 1985-86, they are available as separate data for the following (1986) summer. (Additionally, it is made quite clear that any graduates from the previous summer should not be counted into the regular school year.) However, in the interest of longitudinal consistency, summer graduates from 1986 are not shown as a part of the figure for 1985-86 or 1986-87.

The percentage of graduates receiving Regents diplomas has been in the 20 to 25 percent range during these eight school years. In 1985-86, the percentage was 24.9, which is a high for this period. The 1986-87 figure was 24.8 percent. If summer 1986-87 graduates, regardless of whether they were diploma candidates in June 1986-87 or not, were to be added to the picture (79 students including 3 with Regents diplomas), the percentage receiving Regents diplomas would decline to 23.6 percent. If the same procedure were followed for 1986-87 (114 students including 6 with Regents diplomas), the percentage would decline to 23.1 percent.

The percentage of graduates receiving Regents scholarships has ranged between 3 and 5 percent during the eight school years shown.

FIGURE 87-D-7

PERCENTAGES OF GRADUATES RECEIVING REGENTS AND LOCAL DIPLOMAS AND REGENTS SCHOLARSHIPS 1979-80 THROUGH 1986-87



Source of data: Data for numbers of graduates and for Regents and local diplomas are based on the High School Graduation Report forms sent by the schools to the State Education Department, supplemented for June 1981 by information from East High School. For 1986 and 1987 the data are for nonhandicapped students only. Regents scholarship counts are based on State Education Department figures and are expressed as percentages of the number of graduates shown.

N indicates number of graduates.

FIGURE 87-D-8

SCHOLASTIC APTITUDE TEST (SAT)
ROCHESTER/NATIONAL COMPARISON
PERCENTAGES TAKING AND MEAN SCORES
1983 THROUGH 1987

This figure shows three longitudinal comparisons of City School District graduates and the national graduate population, based on the Scholastic Aptitude Test (SAT). The first compares the percentage of District graduates taking the SAT with the national percentage. The second and third compare the Verbal and Math mean scores obtained locally and nationally.

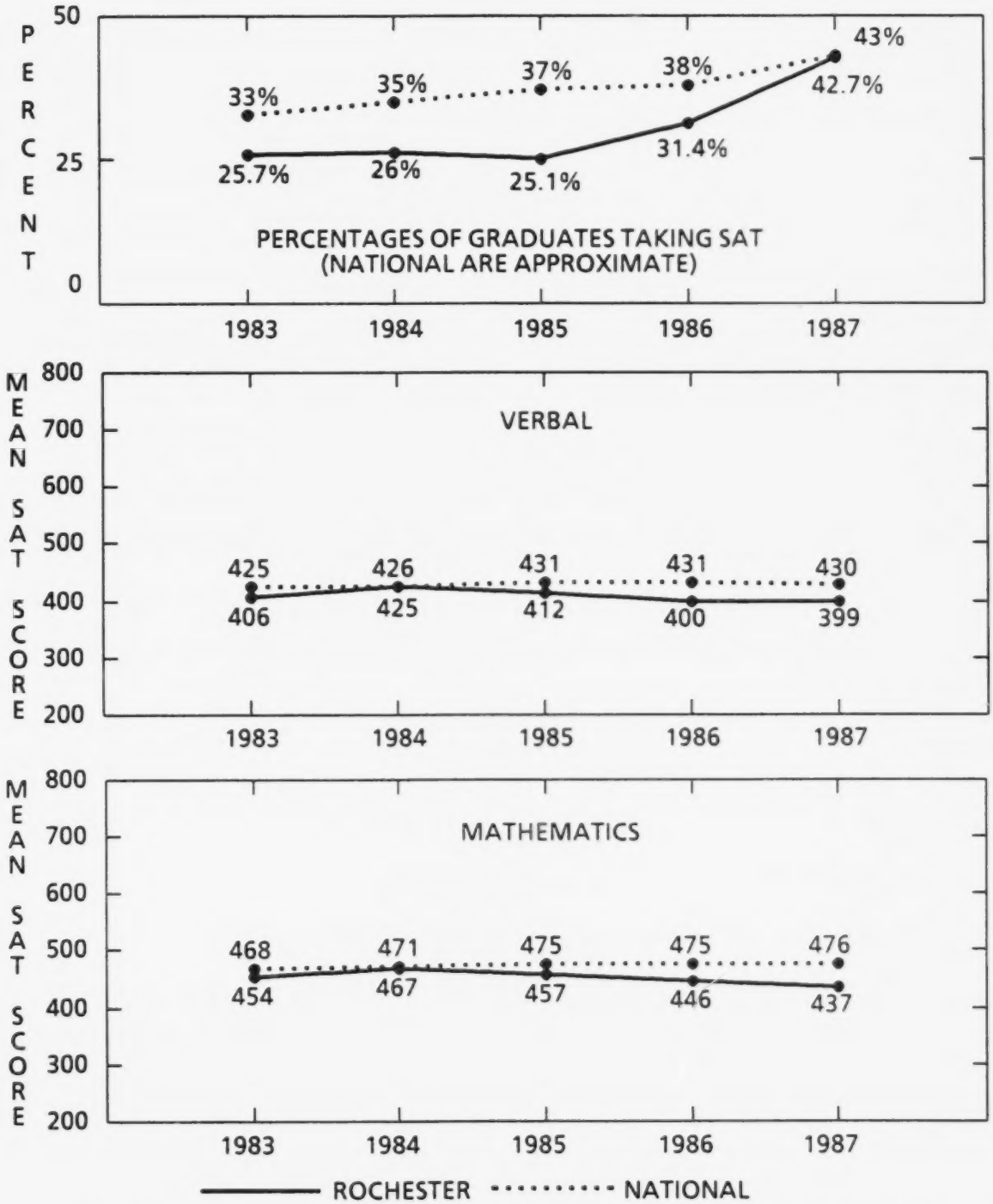
During the years shown, the percentage of graduates taking the SAT has increased both locally and nationally. In 1986 and 1987, the increase was more pronounced locally (from 31.4% to 42.7%) than nationally (approximately from 38% to 43%).

Nationally, mean Verbal scores have remained within a fairly narrow range (425-431) for these five years, while the Rochester mean scores have fluctuated by about 25 points (399-425), reaching a five-year high point in 1984. The local mean Verbal score of 400 obtained in 1986 remained stable at 399 in 1987, while the percentage of graduates taking the SAT increased approximately 11 percentage points.

Math mean scores nationally have trended upward within a fairly narrow range (468-476), while local mean scores have varied more (454-467), also reaching a five year high point in 1984. Unlike Verbal, however, the local mean Math score declined from 1986 (446) to 1987 (437), while the percentage taking increased.

FIGURE 87-D-8

SCHOLASTIC APTITUDE TEST (SAT)
ROCHESTER/NATIONAL COMPARISON
PERCENTAGES TAKING AND MEAN SCORES
1983 THROUGH 1987



Data based on College Entrance Examination Board information, plus current information from National Center for Education Statistics and Rochester's High School Graduation Reports

FIGURE 87-D-9

SCHOLASTIC APTITUDE TEST (SAT)
ROCHESTER/NATIONAL COMPARISON
PERCENTAGES TAKING AND MEAN SCORES
BY MAJOR ETHNIC CATEGORIES
1985 THROUGH 1987

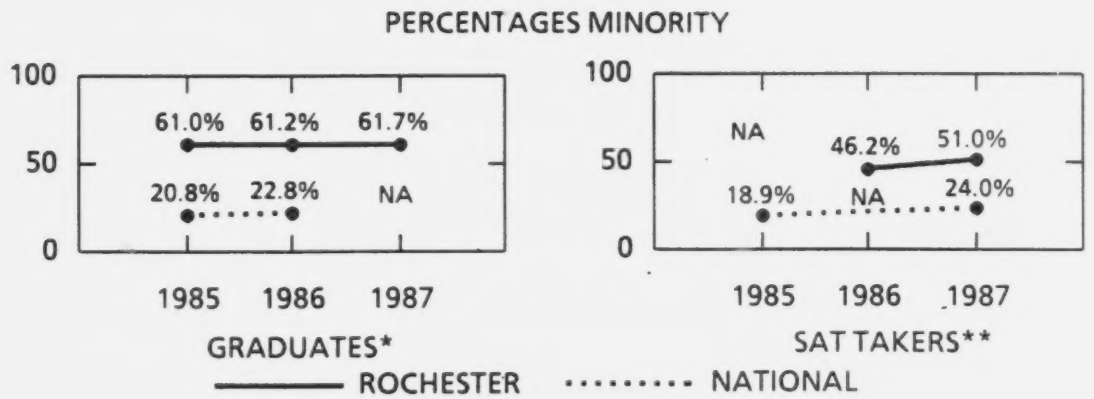
This figure compares the Rochester City School District with schools nationally in regard to (1) the ethnic distribution of all high school graduates and of those graduates who took the Scholastic Aptitude Test (SAT), and (2) the mean Verbal and Math SAT scores by major ethnic categories.

The Rochester SAT data are for 1986 and 1987 graduates. The data were obtained from tapes furnished by the College Board/Educational Testing Service. For 1986 and 1987 graduates, the number of students on these tapes was lower (by 7 and 4 percent, respectively) than the number in the official college board report, which, however, did not contain ethnic data. The reason for this discrepancy is unknown. National SAT data are for 1985 and 1987 graduates. Ethnic data were unavailable from the College Board for 1986 graduates. Data describing the nation's graduates also are for 1985 and 1986 graduates, the latest available from the United State Department of Labor.

Rochester's graduates were 61.2 percent minority students in 1986 and 61.7 percent in 1987. Nationally, a lower proportion of graduates were minorities (20.8% in 1985 and 22.8% in 1986). Of the local graduates who took the SAT and declared their ethnicity, 46.2 percent were minority students in 1986 and 51.0 percent in 1987. Among the nation's graduates who took the SAT and declared their ethnicity, 18.9 percent were minority students in 1985 and 24.0 percent in 1987. For 1987 graduates, Rochester's mean Verbal and Math SAT scores exceeded the national scores for the White ethnic category, were close to the national scores for the Black category (5 points lower in Verbal, 1 point lower in Math), and were lower than the national scores for the Hispanic category. Male students outperformed female students in the Verbal and Math sections, moreso in Math, both in Rochester and nationally.

FIGURE 87-D-9

SCHOLASTIC APITUDE TEST (SAT)
ROCHESTER/NATIONAL COMPARISON
PERCENTAGES TAKING AND MEAN SCORES
BY MAJOR ETHNIC CATEGORIES AND BY SEX
1985, THROUGH 1987



MEAN SAT VERBAL SCORES

	BLACK			HISPANIC			WHITE		
	1985	1986	1987	1985	1986	1987	1985	1986	1987
ROCHESTER	NA	344	346	NA	361	346	NA	459	458
NATIONAL	346	NA	351	379	NA	378	449	NA	447

	MALE		FEMALE	
	1986	1987	1986	1987
ROCHESTER	414	407	393	395
NATIONAL	437	435	425	425

MEAN SAT MATH SCORES

	BLACK			HISPANIC			WHITE		
	1985	1986	1987	1985	1986	1987	1985	1986	1987
ROCHESTER	NA	375	376	NA	395	388	NA	501	496
NATIONAL	376	NA	377	420	NA	422	490	NA	489

	MALE		FEMALE	
	1986	1987	1986	1987
ROCHESTER	479	467	426	417
NATIONAL	499	500	452	453

SAT data is based on College Entrance Examination Board publications and specific data for Rochester (see description). National graduate data is based on United State Department of Labor Statics. Rochester graduate data is from the City School District's publication, Year-End Statistical Data.

*Rochester excludes IEP graduates in 1986 and 1987.

**SAT takers declaring ethnicity.

FIGURE 87-D-10

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)
ROCHESTER/NATIONAL COMPARISON
PERCENTAGES TAKING AND MEAN SCORES
OCTOBER 1983 THROUGH OCTOBER 1986

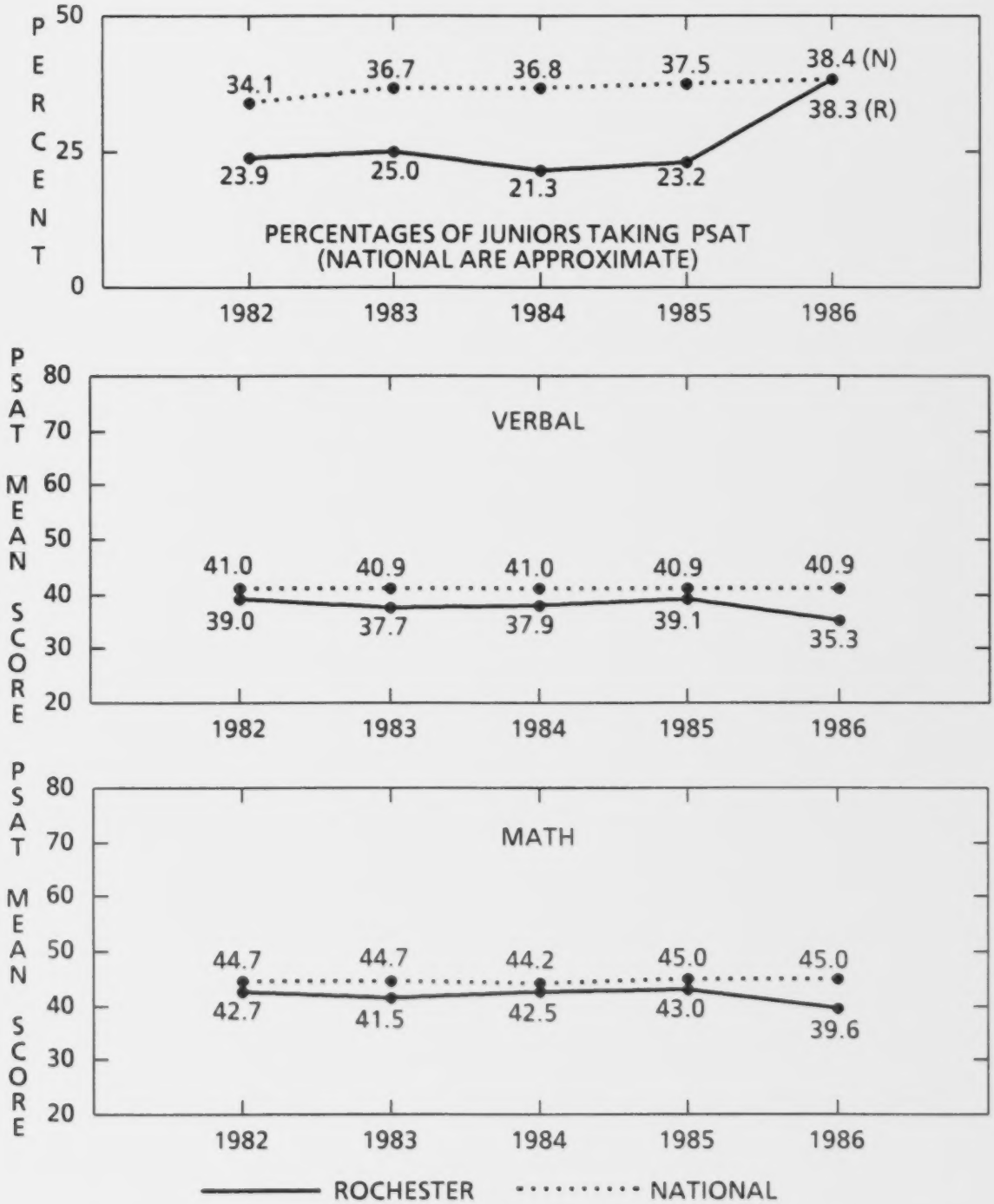
This figure shows three longitudinal comparisons of the City School District and the national population of high school juniors, based on the Preliminary Scholastic Aptitude Test (PSAT). The first compares the percentage of District juniors taking the PSAT with the national percentage. The second and third compare the PSAT Verbal and Math mean scores obtained locally and nationally.

Twenty to 25 percent of District juniors took the PSAT each October from 1982 through 1985. This percentage rose to 38.3 percent in 1986. The approximate percentage of juniors who took the PSAT nationally rose from 34.1 to 38.4 percent during the same five-year period. Thus, in approximate terms, the District percentage taking the PSAT equaled the national percentage for the first time in 1986, after having been 10 to 15 points lower the previous four years.

Nationally, PSAT Verbal mean scores have remained at approximately 41 for five years. District mean scores ranged near 38 and 39 for four years, then declined to 35.3 in 1986, the year the percentage taking rose by 16 percent. PSAT Math mean scores followed generally the same pattern nationally and locally, although both sets of scores were approximately 3 to 5 points higher than Reading.

FIGURE 87-D-10

PRELIMINARY SCHOLASTIC APITITUDE TEST (PSAT)
ROCHESTER/NATIONAL COMPARISON
PERCENTAGES TAKING AND MEAN SCORES
OCTOBER 1982 THROUGH OCTOBER 1986



Data based on College Entrance Examination Board information, plus current information from National Center for Education Statistics and Rochester's High School Graduation Reports.

FIGURE 87-D-11

AMERICAN COLLEGE TESTING PROGRAM (ACT)
ROCHESTER/NATIONAL COMPARISON
PERCENTAGES MINORITY AND MEAN SCORES
BY MAJOR ETHNIC CATEGORIES
1986 AND 1987 GRADUATES

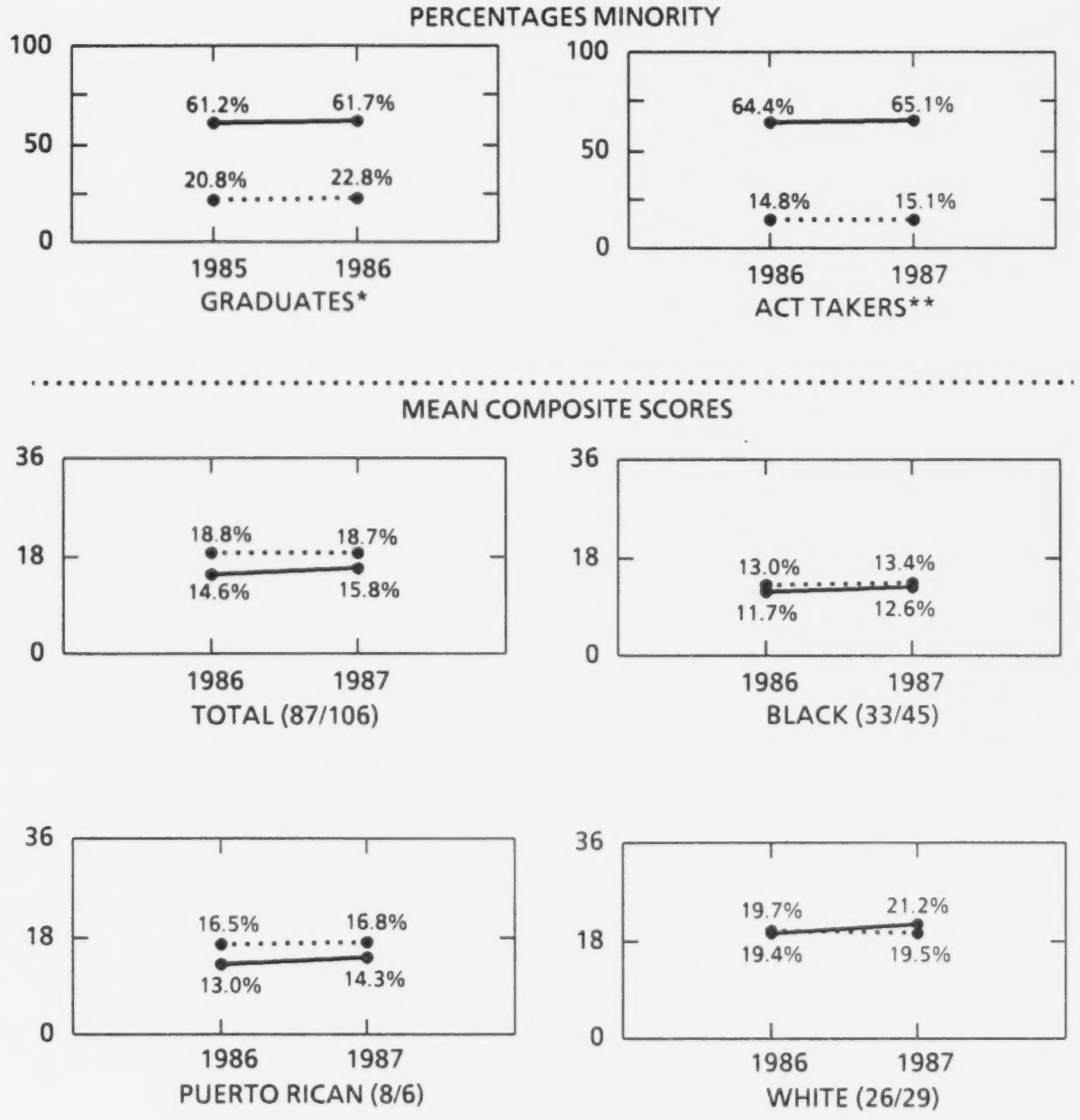
This figure presents a two school year comparison of the District and schools nationally in regard to (1) ethnic distribution of high school graduates and of graduates who took the American College Testing program (ACT) examination, and (2) the mean ACT Composite score. The Composite score is a combination of scores for subtests in English, mathematics, social studies and natural sciences. The mean Composite score is shown for the total and for the Afro-American/Black, Puerto Rican/Hispanic, and Caucasian American/White subgroups. All the ACT data and the Rochester graduate data are for 1986 and 1987 graduates; however, the national graduate data are for 1985 and 1986.

The percentage of graduates who were minority group members was higher for Rochester (over 60%) than for the nation (under 25%) in both school years shown. The percentage minority of ACT-taking graduates was likewise higher for Rochester (approximately 65%) than for the nation (approximately 15%) in both school years shown.

The national mean Composite score for all students was higher both school years than Rochester's. From 1986 to 1987, however, Rochester's score rose (by 1.2 points) while the national fell (by 0.1 point). When the scores by the major ethnic groups are analyzed, Rochester scores are closer to national than are the scores for all students, actually exceeding the national figure in the case of white 1987 graduates.

FIGURE 87-D-11

AMERICAN COLLEGE TESTING PROGRAM (ACT)
ROCHESTER/NATIONAL COMPARISON
PERCENTAGES MINORITY AND MEAN SCORES
BY MAJOR ETHNIC CATEGORIES
1986 AND 1987 GRADUATES



——— ROCHESTER (Numbers taking for each year are in parentheses under scores.)

····· NATIONAL

*Rochester excludes IEP graduates. **ACT takers declaring identifiable ethnicity.

FIGURE 87-D-12

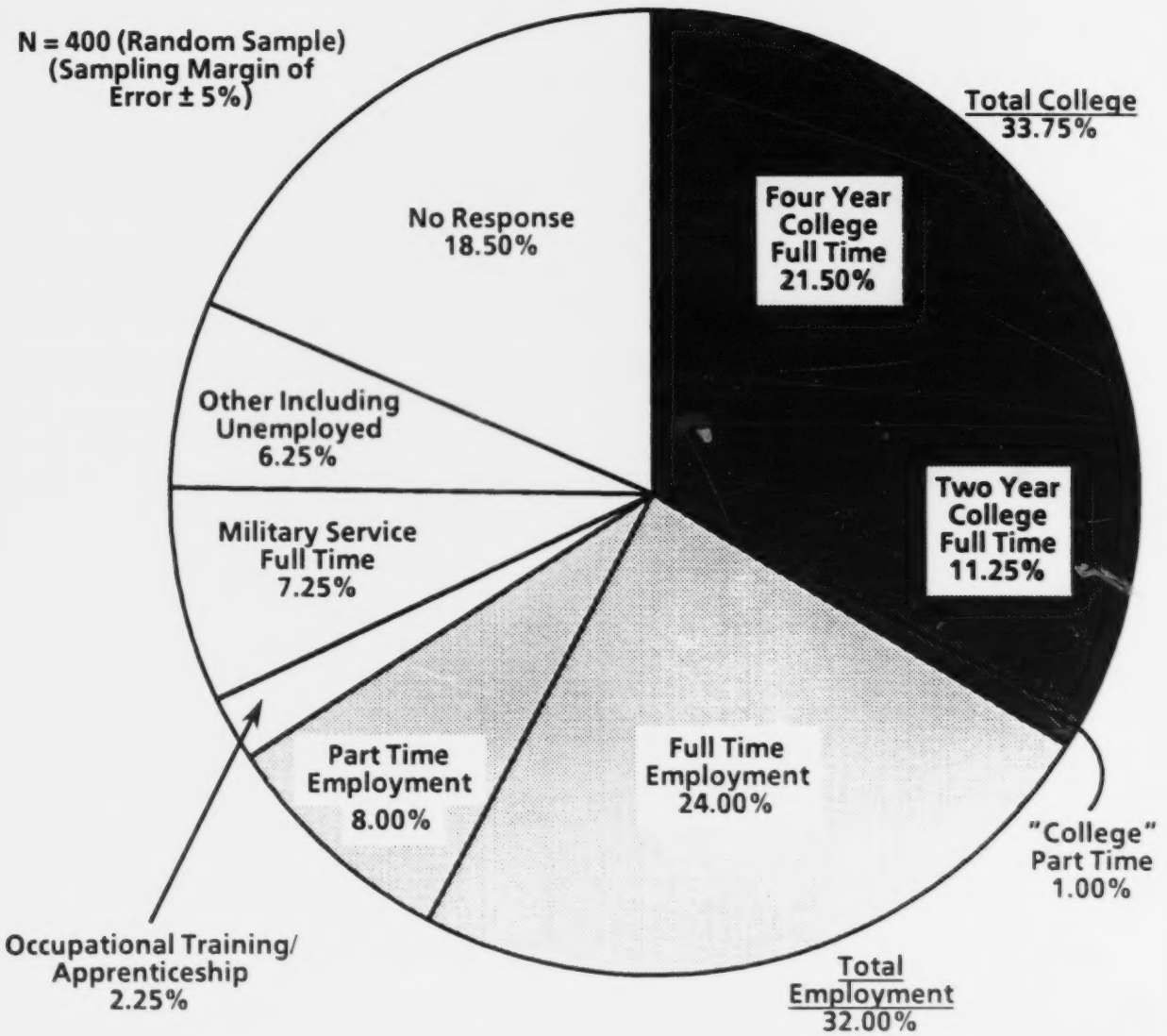
GRADUATE DESTINATION SURVEY RESULTS
CLASS OF JUNE 1986
WINTER 1986-87

This figure displays results of a follow-up survey of graduates conducted to determine their "destination," or education/employment/ occupation status. A random sample of 400 of the June 1986 graduates was selected. The sampling margin of error for this size sample is plus or minus 5 percent. Attempts were made to contact these 400 graduates first by mail and then by telephone during the approximate period of late November 1986 through mid February 1987. Responses were divided into four broad categories, two of which were further subdivided.

Of the 400 graduates in the sample, actual responses were obtained from 326 or 81.50 percent. The 18.50 percent who did not respond constitute a distinct fifth category and are shown as part of the results. The two largest broad categories of destinations, approximately the same size, were college (33.75%) and employment (32.00%). Another 7.25 percent listed military service as their destination, 2.25 percent occupational training/apprenticeship, and 6.25 percent listed other destinations, including unemployed.

FIGURE 87-D-12

GRADUATE DESTINATION SURVEY RESULTS
CLASS OF JUNE 1986
WINTER 1986-87



SECTION E

ATTENDANCE

SECTION E

ATTENDANCE

This section presents information, sometimes in a historical and/or comparative framework, on students' school attendance, according to the following outline:

District Historical, By Grade, and Comparative Attendance ..... 87-E-1 through 87-E-3

Excessive Absenteeism 87-E-4

Attendance/Achievement Relationship ... 87-E-5

Reports of attendance by school and by attendance period (Superintendent's Attendance Report) are published every five weeks by the Department of Data Processing.

FIGURE 87-E-1

ATTENDANCE RATES
ROCHESTER, BIG FIVE CITIES, AND NEW YORK STATE PUBLIC
1980-81 THROUGH 1986-87

This figure shows public school student attendance rates for Rochester, New York State public schools as a whole, and the combined "Big 5" cities in New York State, considered for attendance purposes to be Buffalo, New York City, Rochester, Syracuse and Yonkers. A historical perspective is shown, including school years 1980-81 through 1985-86, for all three groups. For Rochester only, data was available for 1986-87. The attendance rates are for all students, elementary and secondary, whether in regular or alternative programs.

Generally, the state's public school attendance rates exceed those of Rochester by approximately 1 percentage point during the school years shown, while Rochester's rates exceed those of the combined "Big 5" cities by approximately 4 or 5 percentage points.

In 1984-85, Rochester's attendance reached 90.0 percent for the first time in this decade but fell to 89.8 percent in 1985-86 and to 89.4 percent in 1986-87.

FIGURE 87-E-1

ATTENDANCE RATES
ROCHESTER, BIG FIVE CITIES, AND NEW YORK STATE PUBLIC
1980-81 THROUGH 1986-87

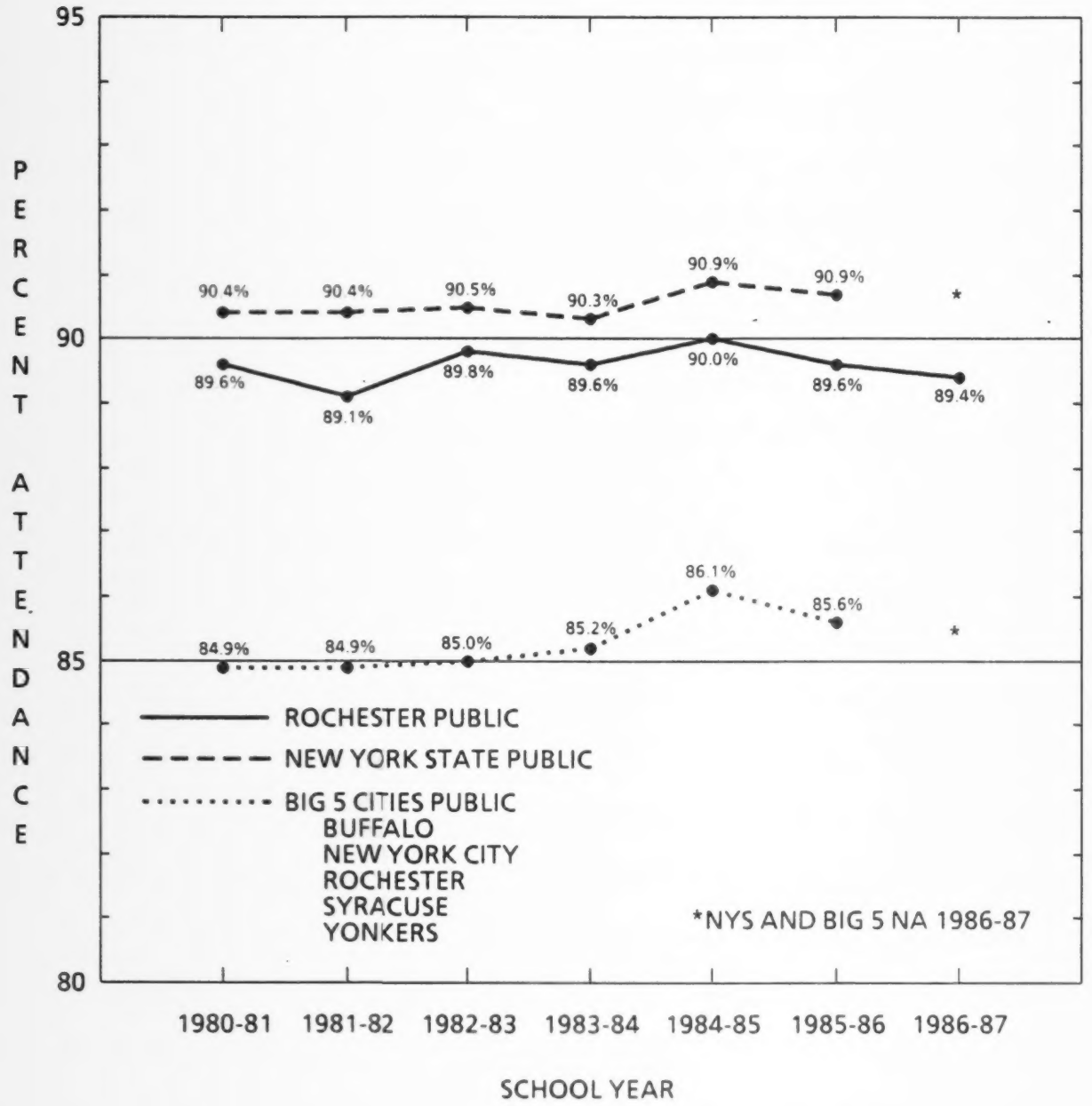


FIGURE 87-E-2

ATTENDANCE RATES
ROCHESTER, BIG FIVE CITIES, AND NEW YORK STATE PUBLIC
BY RANGES OF GRADES
1985-86

This figure shows rates of public school attendance for ranges of grades for Rochester, New York State public schools as a whole, and the combined "Big 5" cities in New York State, considered for attendance purposes to be Buffalo, New York City, Rochester, Syracuse and Yonkers.

Rochester's attendance rates for the various sets of grades are generally lower (by 2 to 5 percentage points) than those of New York State public schools, except for Full-Day Kindergarten through Grade 3 and for Grades 4 through 6, where Rochester's rate exceeds the State's (by 1 to 2 percentage points). On the other hand, Rochester's rates generally exceed those of the combined "Big 5" cities (by 2 to 5 percentage points), except for Half-Day Kindergarten, where Rochester is lower (by approximately 1 percentage point).

For the total of all grades, Rochester is approximately 1 percentage point below New York State public schools and 4 points above the "Big 5" cities.

In general, all three groups tend to have higher attendance rates at the elementary level than at secondary, with Grade 9 marking a low point.

FIGURE 87-E-2

ATTENDANCE RATES
ROCHESTER, BIG FIVE CITIES, AND NEW YORK STATE PUBLIC
BY RANGES OF GRADES
1985-86

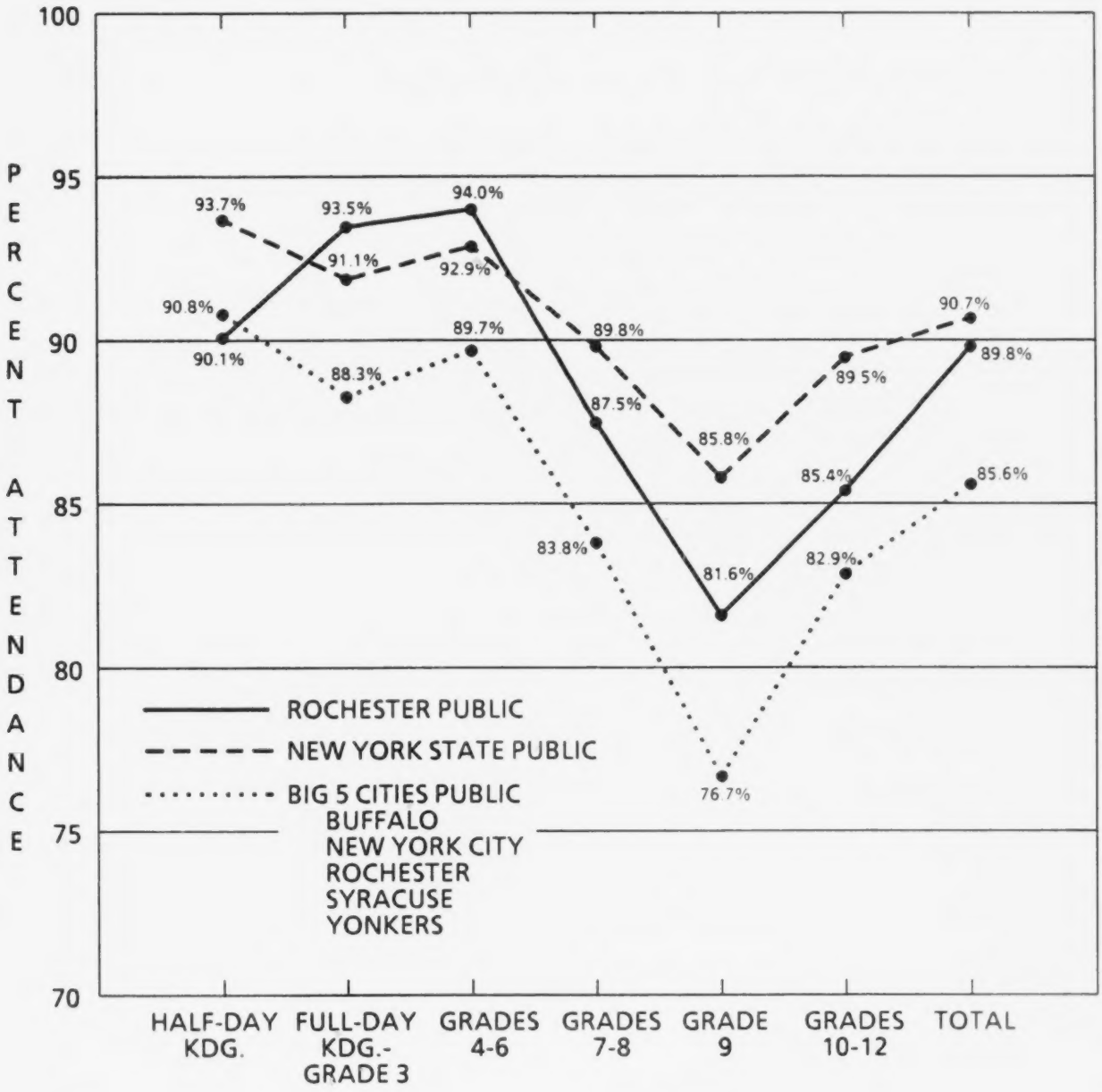


FIGURE 87-E-3

ATTENDANCE RATES
DISTRICT
BY RANGES OF GRADES
1980-81 THROUGH 1986-87

This figure shows student attendance rates for ranges of grades in the Rochester City School District from 1980-81 through 1986-87.

Rochester's attendance has historically been best at grades 1-6 and poorest at the secondary level, particularly at grade 9. In 1984-85, attendance rates had increased for all grade ranges. However, by 1986-87, attendance rates had declined from 1985-86 for two straight school years, except for Full-Day K-Grade 3, which remained level one year and declined the others. The declines from 1985-86 to 1986-87 were most pronounced for Grade 9 and for Grades 10-12.

FIGURE 87-E-3

ATTENDANCE RATES
DISTRICT
BY RANGES OF GRADES
1980-81 THROUGH 1986-87

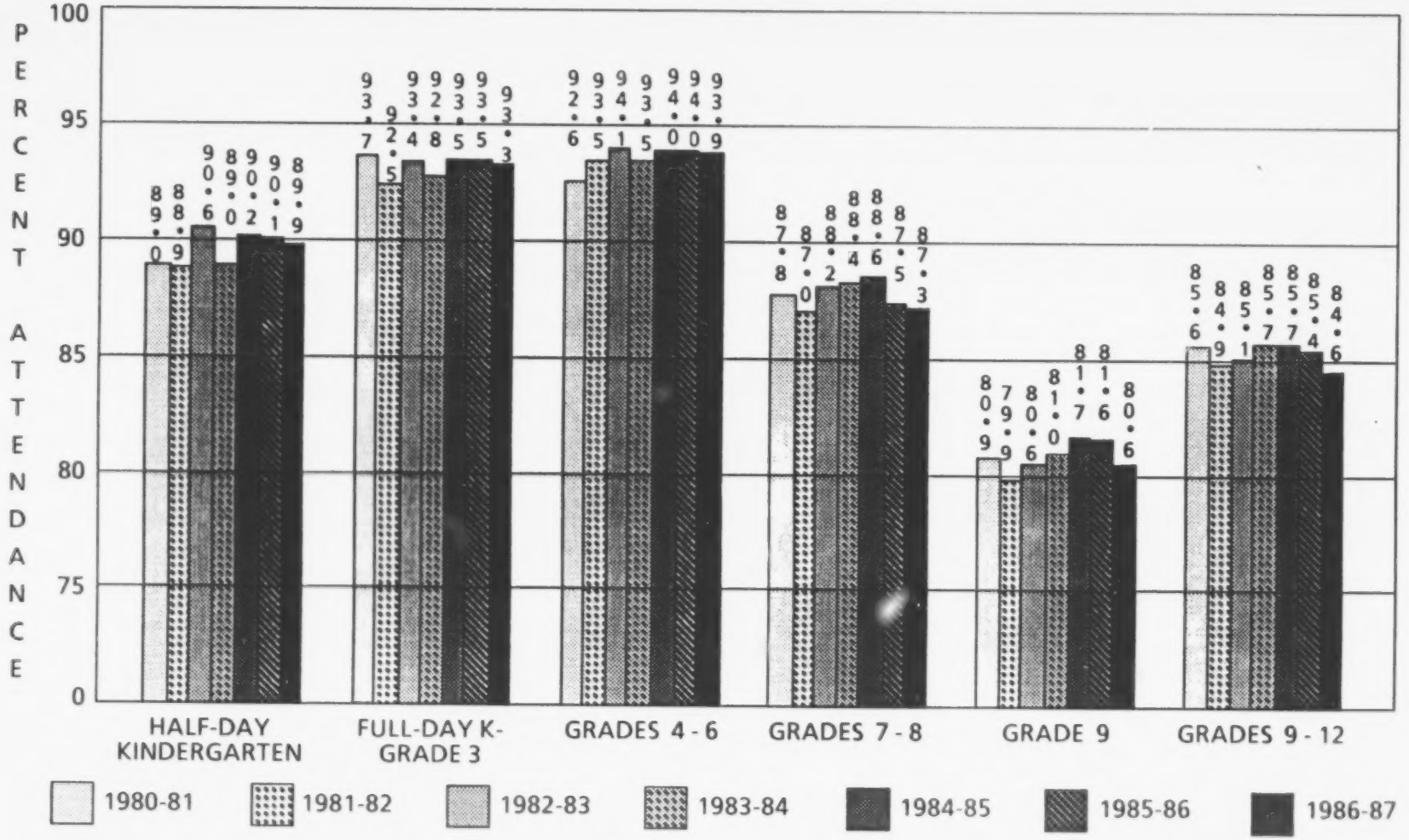


FIGURE 87-E-4

EXCESSIVE ABSENCES
GRADES 7, 8, 9 ONLY
1981-82 THROUGH 1986-87

This figure shows excessive absenteeism for grades 7 through 9 combined for the school years 1981-82 through 1986-87. Excessive absenteeism is defined here as absence at least once per five-day week on average, or twenty percent of the time. More serious levels of excessive absence are also indicated. The numbers and percentages of students included in each of these categories are cumulative. The current analysis is based on all students who were enrolled in the District at any point during the relevant school year. Students on in-school suspension are not considered absent.

The percentages of students excessively absent in these three grades trended downward from the 1981-82 school year through the 1983-84 school year but then began a generally upward trend through the 1986-87 school year. The 1986-87 results mark a six-year high in two of the three excessive absence categories.

In 1985-86, 563 students (7.8%) in grades 7 through 9 were absent 50 percent or more of the time. A total of 1,057 students (14.6%) at these grades had 33 percent or higher absence, while 1,904 students (26.5%) had 20 percent or higher absence. Thus, 26.5 percent of the District's grade 7 through 9 enrollment was excessively absent, as defined above. In other words, better than one of every four students in these three grades was absent, on the average, one day per five-day week during the portion of the school year that he or she was enrolled.

FIGURE 87-E-4

EXCESSIVE ABSENCES
GRADES 7, 8, 9 ONLY
1981-82 THROUGH 1986-87

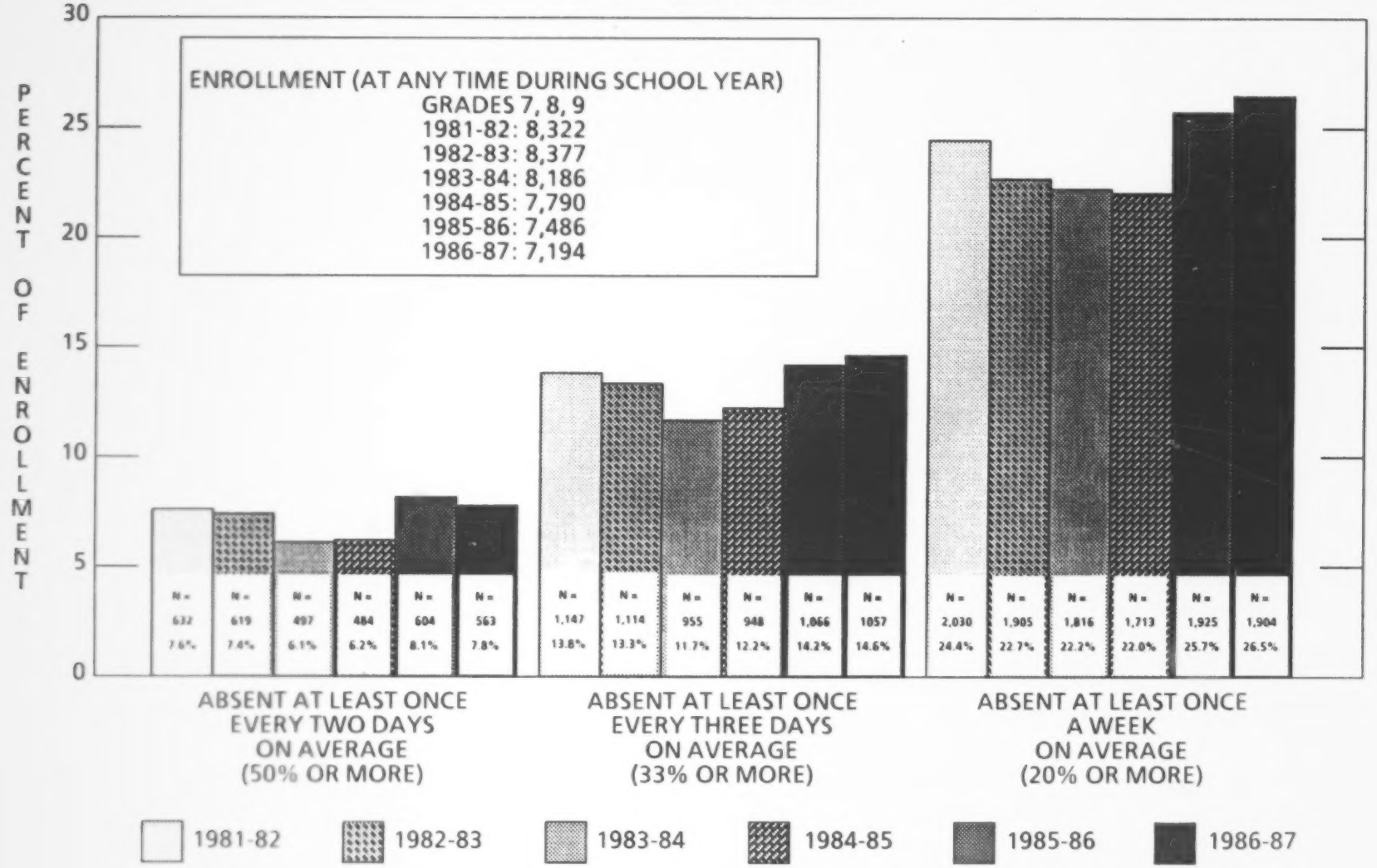


TABLE 87-E-5

ATTENDANCE/ACHIEVEMENT RELATIONSHIP
SCHOOL YEAR ATTENDANCE
SPRING STANDARDIZED ACHIEVEMENT TESTS
1986-87

This table displays data on the relationship between attendance rates and standardized achievement test scores in the District during 1986-87. Both the attendance/reading and the attendance/mathematics relationships were analyzed for all tested students (K-12 and NG).

Students were sorted into a series of 3 appropriate groups (Below Average, Average, and Above Average) on the basis of their attendance rates and into a second series of 3 groups based on their scores. The three groups were crosstabulated, showing the number of students who fell into each combination. (For example, for the total group's reading analysis, there were 774 students whose attendance was below average and whose reading scores were above average.)

The proportions of students that would be expected to fall into each combination of the groups are shown in the third crosstabulation table. It may be noted that a relatively small number of students are found with below-average attendance and above-average achievement, namely 3 percent in reading and 2 percent in mathematics, compared to the expected 5 percent if there were no correlation or relationship between the scores and attendance rates.

TABLE 87-E-5

ATTENDANCE/ACHIEVEMENT RELATIONSHIP
SCHOOL YEAR ATTENDANCE
SPRING STANDARDIZED ACHIEVEMENT TESTS
1986-87

GRADES 1-12 AND NG TOTAL					
		READING SCORES			
		BELOW AVG.	AVG.	ABOVE AVG.	TOTAL
ATTENDANCE	BELOW AVG.	1,781 7%	3,178 13%	774 3%	5,733 23%
	AVG.	2,804 11%	7,571 30%	3,475 14%	13,850 55%
	ABOVE AVG.	978 4%	3,146 12%	1,699 7%	5,823 23%
	TOTAL	5,563 22%	13,895 55%	5,948 23%	25,406 100%

GRADES 1-12 AND NG TOTAL					
		MATHEMATICS SCORES			
		BELOW AVG.	AVG.	ABOVE AVG.	TOTAL
ATTENDANCE	BELOW AVG.	1,987 8%	3,059 12%	623 2%	5,669 23%
	AVG.	2,766 11%	7,532 30%	3,353 13%	13,651 54%
	ABOVE AVG.	903 4%	3,022 12%	1,896 8%	5,821 23%
	TOTAL	5,656 22%	13,613 54%	5,872 23%	25,141 100%

EXPECTED FREQUENCIES IF NO CORRELATION					
		SCORES			
		BELOW AVG.	AVG.	ABOVE AVG.	TOTAL
ATTENDANCE	BELOW AVG.	5%	12%	5%	23%
	AVG.	12%	30%	12%	54%
	ABOVE AVG.	5%	12%	5%	23%
	TOTAL	23%	54%	23%	100%

SECTION F

STUDENT MOBILITY

SECTION F

STUDENT MOBILITY

This section presents historical information which describes students' mobility (movement into and out of District schools), according to the following outline.

District Historical Mobility Rates 87-F-1

School Year Enrollment Changes..... 87-F-2

Additional analyses of mobility data are available in two reports (Enrollment Report and Year-End Statistical Data), published annually by the Department of Student Data, Testing, and Records. Year-End Statistical Data includes by-school information.

TABLE 87-F-1

STUDENT MOBILITY
1979-80 THROUGH 1986-87

This table shows districtwide mobility rates for elementary schools and secondary schools during the school years 1979-80 through 1986-87. Mobility is defined as the number of entrants plus the number of losses during the course of the school year, divided by October enrollment. New entrants (first time in any school) and regular graduates are not counted in calculating these mobility rates; neither are routine movements between buildings (e.g., from sixth to seventh grade).

Elementary mobility rates are generally higher than secondary mobility rates. During the first four years in this period, elementary rates ranged from 61.3 percent to 65.3 percent, but dropped to 46.7 percent in 1983-84 and to 46.6 percent in 1984-85. Secondary rates declined every school year but one, falling from 57.5 percent in 1979-80 to 39.9 percent in 1984-85. For 1985-86 and 1986-87, no data are reported, for reasons footnoted in the table for 1985-86.

TABLE 87-F-1

STUDENT MOBILITY
1979-80 THROUGH 1986-87

SCHOOL YEAR	ELEMENTARY	SECONDARY
1979-80	65.3%	57.5%
1980-81	62.1%	51.9%
1981-82	61.3%	49.2%
1982-83	62.7%	44.6%
1983-84	46.7%	45.3%
1984-85	46.6%	39.9%
1985-86	NA*	NA*
1986-87	NA*	NA*

Only regular schools, not alternative, are included in these figures (i.e., elementary schools No. 1-58, secondary schools 60-72).

*The Project Manager judged that the data available for this table for the 1985-86 school year were not of sufficient integrity to warrant inclusion in the District Data Report. Data validity problems related to adoption of the on-line student data base and to inadequate quality control of information were associated with the 1985-86 situation.

FIGURE 87-F-2

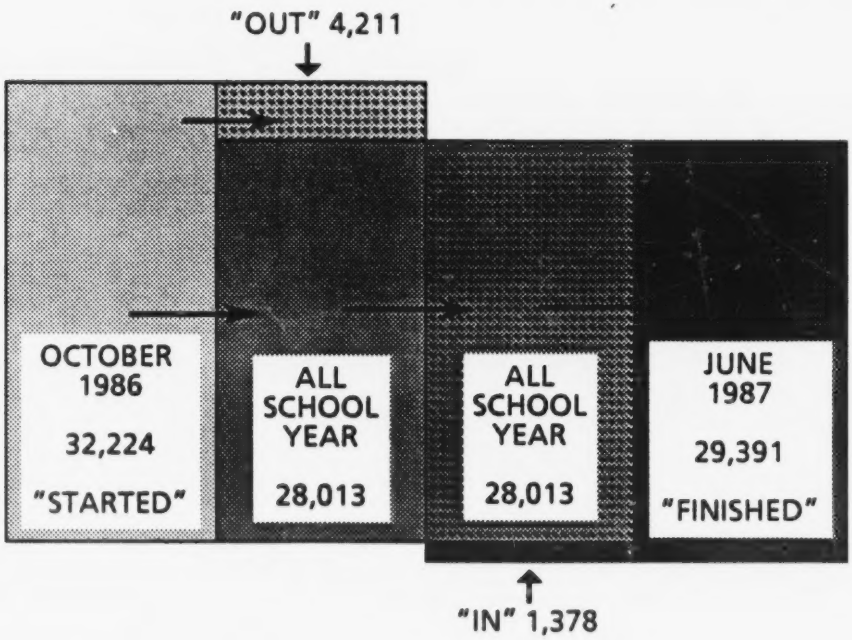
SCHOOL YEAR ENROLLMENT CHANGES
OCTOBER TO JUNE
1986-87

This figure displays changes in enrollment during the 1986-87 school year. It shows counts of students who were in the District near the beginning of the school year (the official early October New York State Basic Educational Data System (BEDS) count) and of these who were in the District at the end of the school year (the count from the end of period 8 (EOP8), the final attendance period in June). It also displays the differences between these counts in terms of students who were present at both points in time, only at the beginning, and only at the end. It does not portray the traditional concept of mobility, which involves all entrants and losses as well as all movers between schools during the school year. By the same token, it does not include those transient students who entered the District after early October and left before the end of June.

A total of 33,224 students were enrolled in the District in October. Of these, 28,013 (86.9%) completed the year, in the District, 4,211 (13.1%) did not complete the year in the District. These 4,211 ("OUT") were partially offset by 1,378 ("IN") students who were not in the District in October but were in the District in June. Accordingly, of the 29,391 students in the District in June, 28,013 (95.3%) had been in the District in October, 1,378 (4.7%) had not been in the District in October. A count of the "transient" students referred to above is not available from this type of analysis; it would need to be added to the count shown (33,602) to get a complete count of all students enrolled at any point in time during the school year.

FIGURE 87-F-2

SCHOOL YEAR ENROLLMENT CHANGES
OCTOBER TO JUNE
1986-87



OCTOBER "BEDS" ENROLLMENT	32,224
JUNE "EOP8" ENROLLMENT	29,391
ENROLLED IN OCTOBER BUT NOT IN JUNE (OUT)	4,211
ENROLLED IN JUNE BUT NOT IN OCTOBER (IN)	1,378
NET CHANGE	2,833
PERCENT OF STARTERS WHO FINISHED	86.9%
PERCENT OF FINISHERS WHO STARTED	95.3%
TOTAL ENROLLED AT ANY TIME DURING SCHOOL YEAR	UNKNOWN, BUT AT LEAST 33,602 (SEE DESCRIPTION)

SECTION G

SUSPENSION

SECTION G

SUSPENSION

This section presents information, some in a historical context, on short-term and long-term suspensions of District students, according to the following outline:

Totals 87-G-1

Short-Term Suspensions ..... 87-G-2 through 87-G-4

Long-Term Suspensions ..... 87-G-5 through 87-G-7

Short-Term and Long-Term Suspension Profiles 87-G-8

In-School Suspensions 87-G-9

Additional analysis of suspension data is available in Year-End Statistical Data, published annually by the Department of Student Data, Testing, and Records.

FIGURE 87-G-1

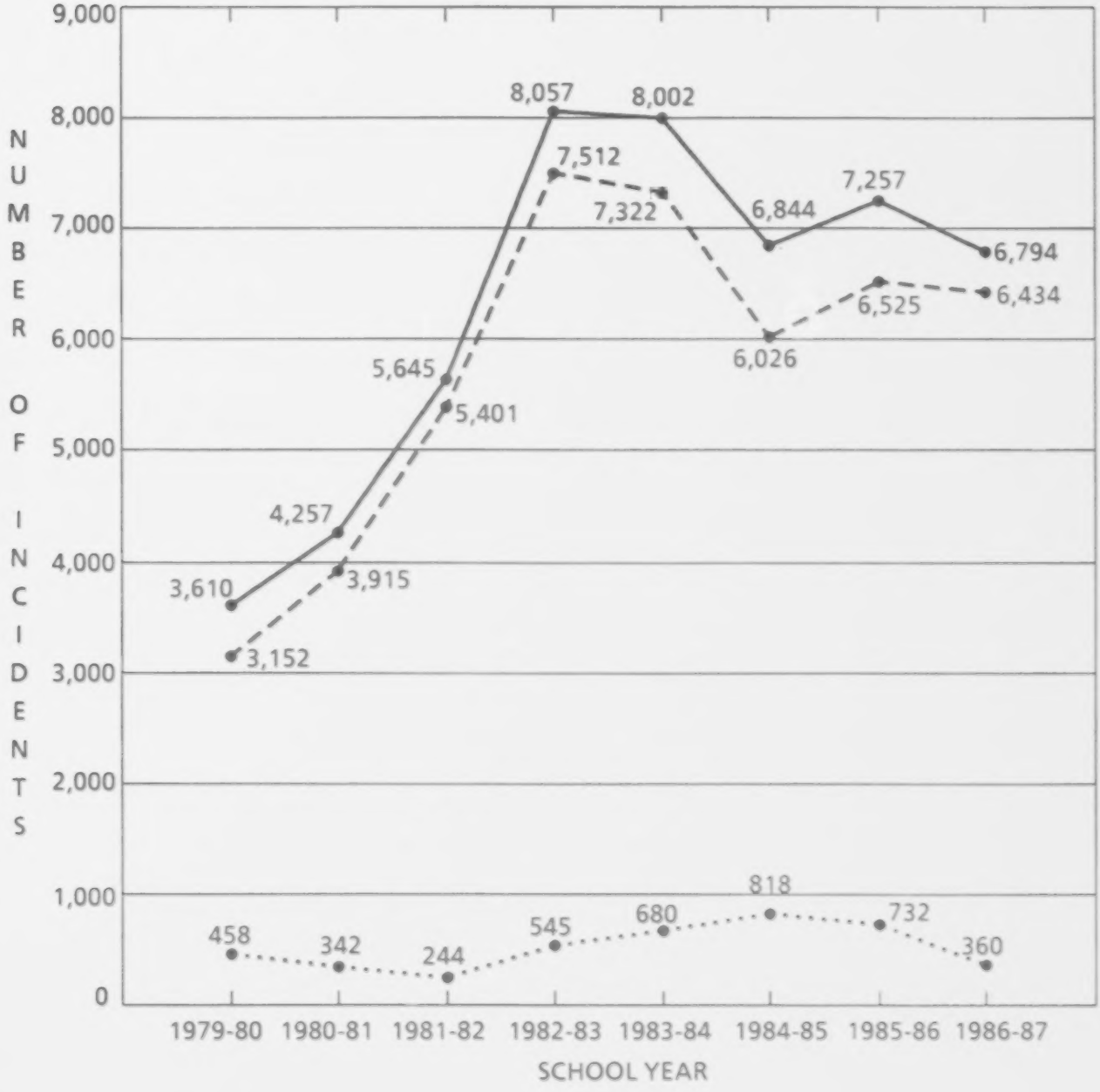
SUSPENSIONS
SHORT-TERM SUSPENSIONS, LONG-TERM HEARINGS, TOTAL
1979-80 THROUGH 1986-87

This figure shows the districtwide number of incidents of suspension (short-term, long-term hearings, and total) for the eight school years 1979-80 through 1986-87. The number of incidents is used rather than the number of students involved, since one student may have two or more incidents of suspension. A total of 4,075 students were involved in the 6,794 suspensions given in 1986-87.

Total suspensions rose from 3,610 in 1979-80 to a high of 8,057 in 1982-83 and declined to 6,794 in 1986-87. Short-term suspensions rose from 3,152 in 1979-80 to a high of 7,512 in 1982-83, and declined to 6,434 in 1986-87. Long-term suspension hearings decreased from 1979-80 to 1981-82, but rose in each or the next four years to a high of 818 in 1984-85, before declining to 360 in 1986-87. There was a sharp drop in the number of incidents of long-term suspensions from 1985-86 to 1986-87; the "weapons" reason for suspension did not carry an automatic long-term suspension charge as of 1986-87.

FIGURE 87-G-1

SUSPENSIONS
SHORT-TERM SUSPENSIONS, LONG-TERM HEARINGS, TOTAL
1979-80 THROUGH 1986-87



NUMBER OF STUDENTS: 1986-87
SHORT-TERM SUSPENSIONS: 3,956
LONG-TERM HEARINGS: 338
TOTAL : 4,075

FIGURE 87-G-2

SHORT-TERM SUSPENSIONS
ELEMENTARY, SECONDARY, TOTAL
1979-80 THROUGH 1986-87

This figure shows the total number of incidents of short-term suspensions, as well as a breakdown by elementary and secondary students,for the eight school years 1979-80 through 1986-87. The number of incidents rather than the number of students involved is reported, since a single student may have more than one incident of suspension. A total of only 3,956 students were involved in the 6,434 short-term suspensions given in 1986-87.

The total number of short-term suspensions increased from 3,152 in 1979-80 to a high of 7,512 in 1982-83, then declined to 6,434 in 1986-87. The number of secondary short-term suspensions increased from 2,578 in 1979-80 to a high of 6,120 in 1983-84, then declined to 4,451 in 1986-87. The number of elementary short-term suspensions increased from 574 in 1979-80 to 1,517 in 1982-83; the number was lower in the next three school years, but then it rose again to 1,983 in 1986-87.

FIGURE 87-G-2

SHORT-TERM SUSPENSIONS
ELEMENTARY, SECONDARY, TOTAL
1979-80 THROUGH 1986-87

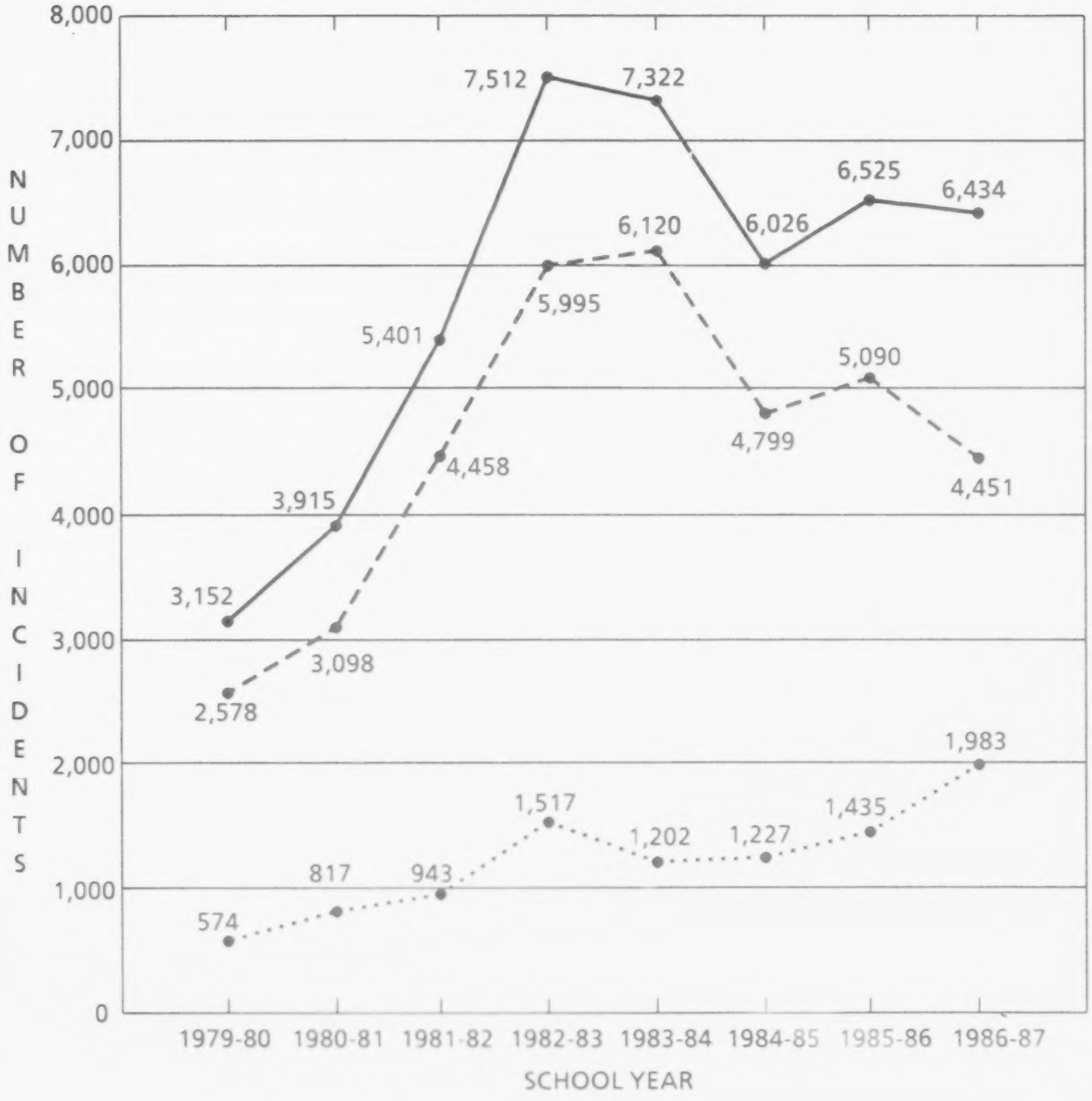


FIGURE 87-G-3

SHORT-TERM SUSPENSIONS
DISTRIBUTION BY GRADE AND PROGRAM
1986-87

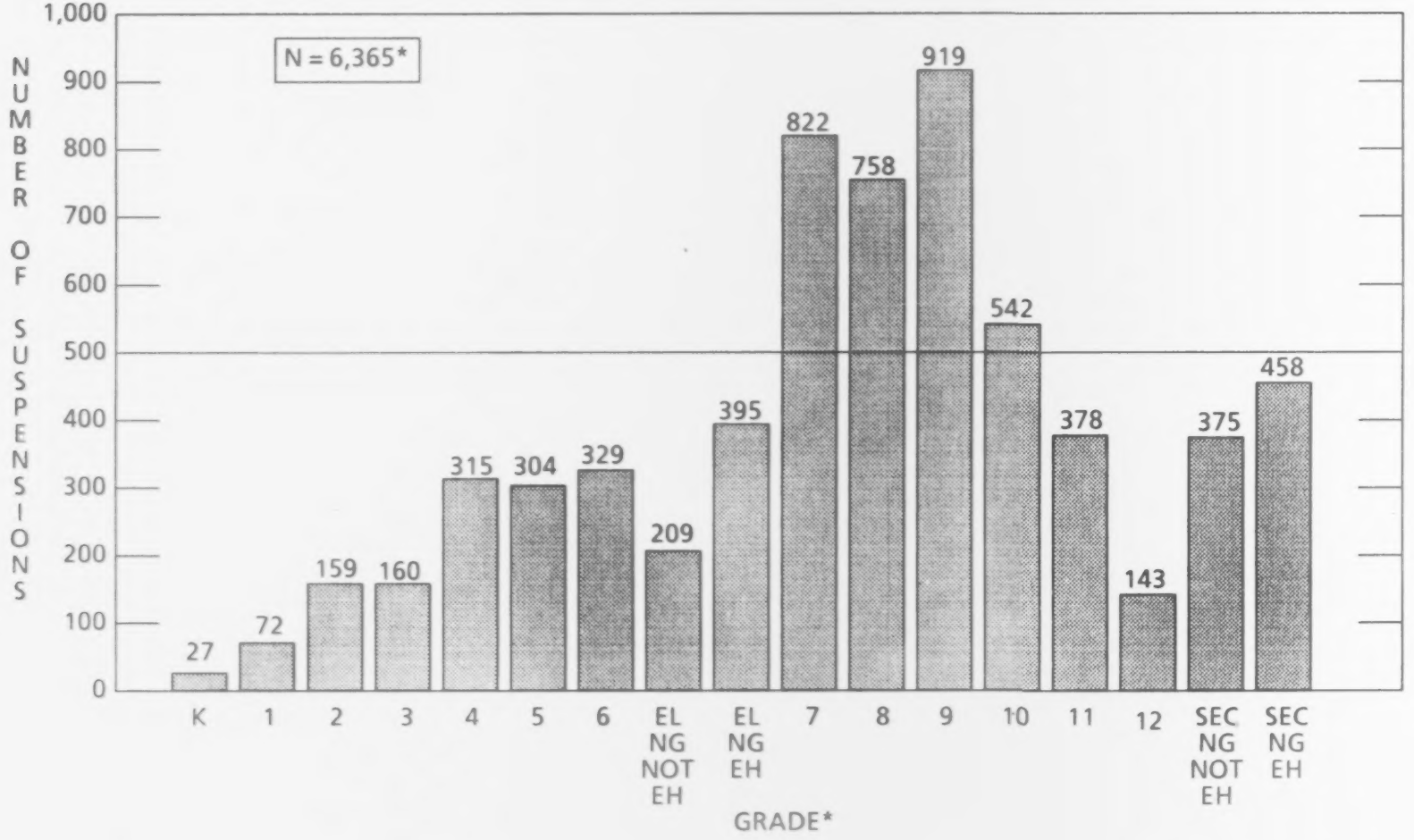
This figure shows a grade-by-grade analysis of short-term suspensions given during the 1986-87 school year.The number of incidents of suspension rather than the number of students involved is shown, since a single student may have more than one short-term suspension. A total of only 3,956 students were involved in the 6,434 short-term suspensions given (for 69 of which grade level information was not available).

The number of suspensions increased from kindergarten (27) to grade 6 (329). For graded students, the greatest numbers occurred at grades 9, 7 and 8, respectively (more than 750 suspensions at each grade). Grades 10 through 12 showed fewer suspensions, with the lowest number for the secondary grades given at grade 12 (143).

The NG (nongraded) category is made up of most students in elementary and secondary full-time Special Education programs. This category was divided into elementary and secondary components, and each of these in turn was subdivided into emotionally handicapped and not emotionally handicapped components. The number of emotionally handicapped receiving short-term suspensions exceeded that for all other full-time Special Education students both the elementary and secondary levels.

FIGURE 87-G-3

SHORT-TERM SUSPENSIONS
DISTRIBUTION BY GRADE AND PROGRAM
1986-87



*Grade level counts are taken from District end of school year computer files. Grade level information was not available for 69 incidents of suspensions (6365 + 69 = 6434). Fifteen "NG Not EH" students of unknown status re elementary/secondary school level were added to the elementary "NG Not EH" group.

"NG" (nongraded) students are divided into "EH" (Emotionally Handicapped) and "Not EH."

FIGURE 87-G-4

REASONS
FOR SHORT-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1986-87

This figure shows reasons for short-term suspension of both elementary and secondary students during the 1986-87 school year. The number of incidents rather than the number of students involved is used, since a single student may have more than one short-term suspension. A total of only 3,956 students were involved in the 6,434 short-term suspensions given.

Of the total number of short-term suspensions, 31 percent were for deliberate defiance of authority, 27 percent for fighting, 9 percent for disruption of the educational process, and 7 percent for assault on student. These five categories account for approximately 75 percent of all short-term suspensions.

FIGURE 87-G-4

REASONS FOR SHORT-TERM SUSPENSIONS ELEMENTARY AND SECONDARY 1986-87

* Categories included have fewer than 3 percent of cases.

FIGURE 87-G-5

LONG-TERM SUSPENSION HEARINGS
ELEMENTARY, SECONDARY, TOTAL
1979-80 THROUGH 1986-87

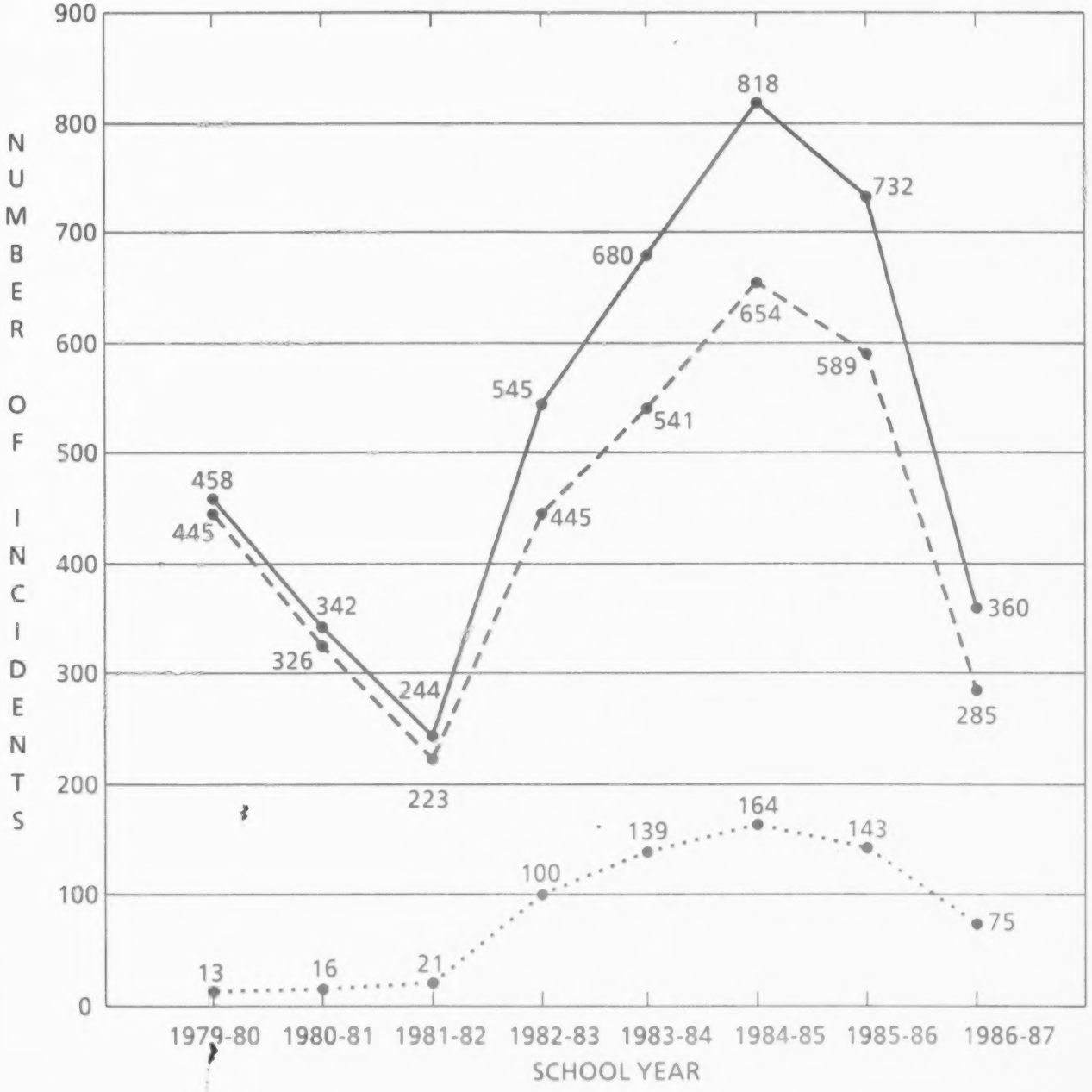
This figure shows the total number of long-term suspension hearings, along with a breakdown by elementary and secondary students, for the eight school years from 1979-80 through 1986-87. The number of hearings rather than the number of students involved is used, since a single student may have more than one long-term suspension hearings. A total of 338 students were involved in the 360 long-term suspension hearings held in 1986-87.

The total number of long-term suspension hearings declined from 458 in 1979-80 to 244 in 1981-82, then rose to a high of 818 in 1984-85, before declining to 360 in 1986-87. There was a sharp decline in the number of incidents from 1985-86 to 1986-87; the "weapons" reason for suspension did not carry an automatic suspension charge as of 1986-87.

For the first three school years shown, the total number of long-term suspension hearings is largely accounted for by those at the secondary level. However, since 1982-83, increases in elementary suspension hearings have raised the elementary proportion to approximately 20 percent of the District total in the last five school years.

FIGURE 87-G-5

LONG-TERM SUSPENSION HEARINGS
ELEMENTARY, SECONDARY, TOTAL
1979-80 THROUGH 1986-87



NUMBER OF STUDENTS: 1986-87
ELEMENTARY: 69
SECONDARY: 269
TOTAL: 338

Note: The "weapons" reason for suspension did not carry an automatic long-term suspension charge for the 1986-87 school year.

FIGURE 87-G-6

LONG-TERM SUSPENSION HEARINGS
DISTRIBUTION BY GRADE AND PROGRAM
1986-87

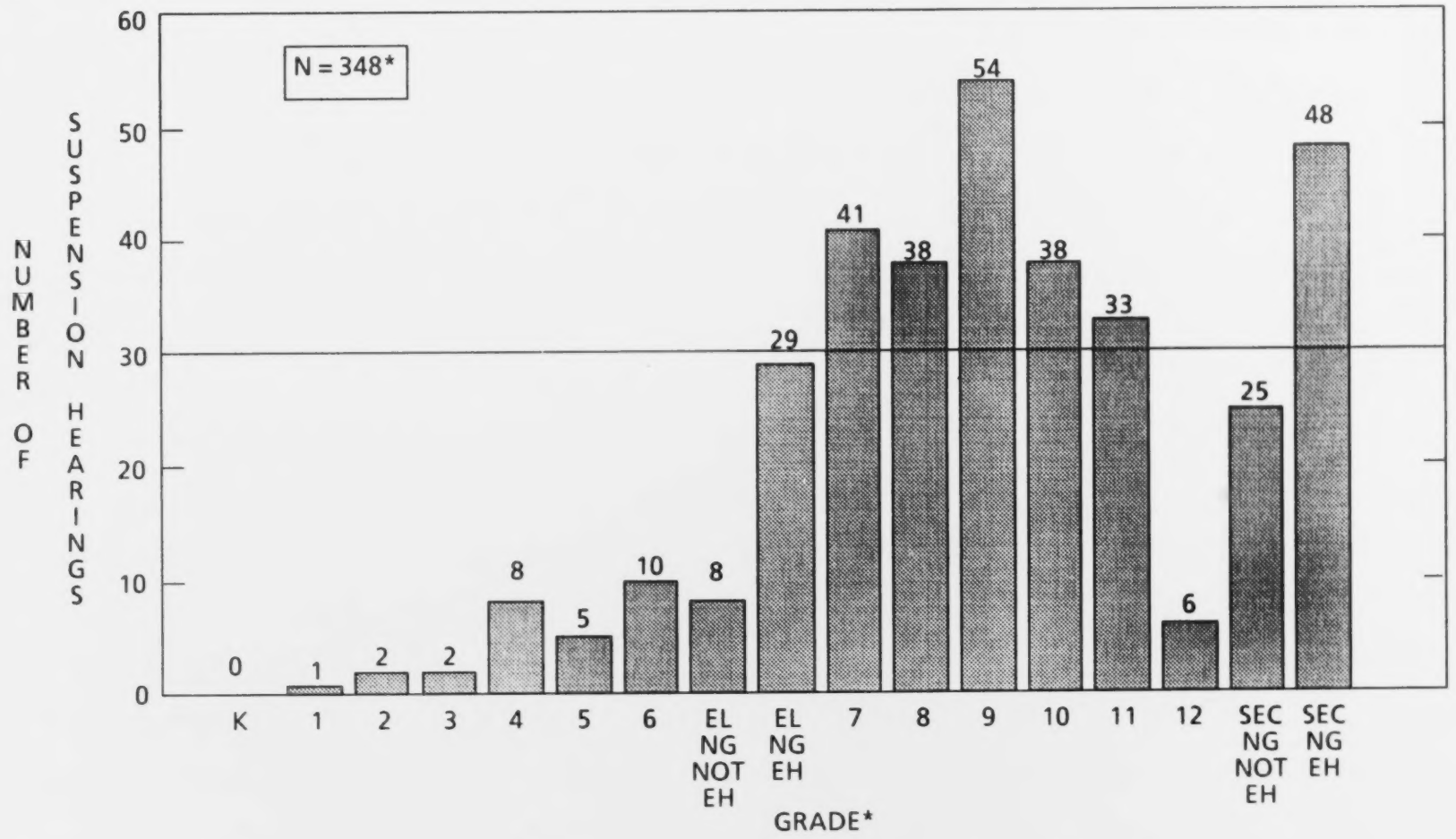
This figure shows an analysis by grade of long-term suspension hearings held during the 1986-87 school year. The number of hearings rather than the number of students involved is shown, since a single student may have more than one long-term suspension hearing. A total of 338 students were involved in the 360 hearings held (for 12 of which grade level information was not available).

Of the 348 hearings analyzed, relatively few were given in grades K-6 (28). For grades 7-12, the largest number of suspensions occurred at grade 9 (54), followed by grade 7 (41) and grade 8 and 10 (38 each).

The NG (nongraded) category is made up of most students in elementary and secondary full-time Special Education programs. This category was divided into elementary and secondary components, and each of these in turn was subdivided into emotionally handicapped and not emotionally handicapped components. The number of emotionally handicapped receiving long-term suspension hearings exceeded that for all other full-time Special Education students at both the elementary and secondary levels.

FIGURE 87-G-6

LONG-TERM SUSPENSION HEARINGS
DISTRIBUTION BY GRADE AND PROGRAM
1986-87



*Grade level counts are taken from District end of school year computer files, matched to student lists supplied by Office of Student Equity and Placement. Grade level was not available for 12 incidents of suspension hearing (348 + 12 = 360).

"NG" (nongraded) students are divided into "EH" (Emotionally Handicapped) and "Not EH."

FIGURE 87-G-7

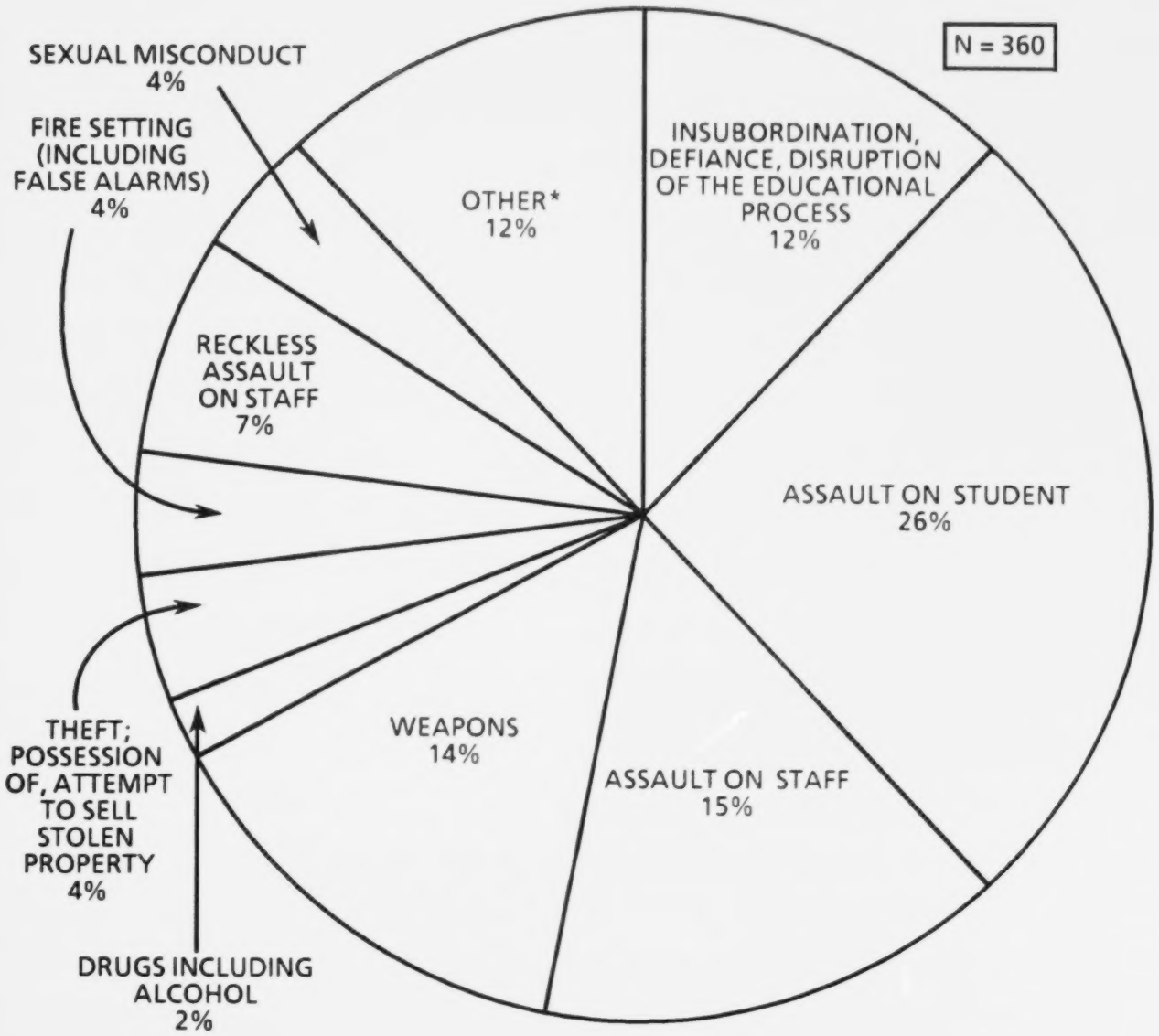
REASONS
FOR LONG-TERM SUSPENSION HEARINGS
ELEMENTARY AND SECONDARY
1986-87

This figure shows reasons for long-term suspension hearings of both elementary and secondary students during the 1986-87 school year. The number of hearings rather than the number of students is analyzed, since a single student may have more than one long-term suspension hearing during the school year. A total of 338 students were involved in the 360 hearings held.

Of the total number of long-term suspension hearing, 26 percent were for assault on student, 15 percent for assault on staff, 14 percent for possession of weapons, 12 percent for insubordination, defiance, or disruption of the educational process, and 7 percent for reckless assault on staff. These five categories account for approximately 75 percent of all long-term suspension hearings.

FIGURE 87-G-7

REASONS
FOR LONG-TERM SUSPENSION HEARINGS
ELEMENTARY AND SECONDARY
1986-87


N = 360
SEXUAL MISCONDUCT 4%
FIRE SETTING (INCLUDING FALSE ALARMS) 4%
OTHER* 12%
INSUBORDINATION, DEFIANCE, DISRUPTION OF THE EDUCATIONAL PROCESS 12%
RECKLESS ASSAULT ON STAFF 7%
ASSAULT ON STUDENT 26%
THEFT; POSSESSION OF, ATTEMPT TO SELL STOLEN PROPERTY 4%
WEAPONS 14%
ASSAULT ON STAFF 15%
DRUGS INCLUDING ALCOHOL 2%

* Categories included have fewer than 3 percent of cases.

TABLE 87-G-8

SHORT-TERM SUSPENSIONS AND LONG-TERM SUSPENSION HEARINGS
DISTRIBUTION OF VARIABLES
1986-87

This table shows the distribution or breakdown of certain variables (characteristics of interest) among suspended students. Since all statistics are based upon the number of incidents of short-term suspension or long-term suspension hearings rather than the number of students involved, data describing a single student may be included in the statistics more than once. Statistics are shown separately for short-term suspensions (6,434 total) and long-term suspensions (360 total). A total of 4,075 students were involved in the 6,794 suspensions and hearings analyzed.

More suspensions/hearings were incurred by male students than by females (71.7% of short-term and 79.7% of long-term hearings). A higher percentage of suspensions/hearings was received by Black students than by either Caucasian or Spanish Surnamed students (71.3% of short-term, 75.0% of long-term). These percentages were also higher than the percentage of Black students enrolled in the District (52.9%). For Caucasian, Spanish Surname, and "Other" designated students, the percentages of both short-term suspensions and long-term hearings were lower than their percentages of District enrollment.

The attendance rate for suspension students was below the District average of 89.4 percent, for both short-term (80.2% attendance rate) and long-term (76.3% attendance). The percentages of suspension students tested in spring 1987 on the reading and mathematics standardized achievement tests were higher for short-term (75.9% reading, 73.6% math) than for long-term (62.8% reading, 62.8% math). On these tests, the percentages scoring below the 25th percentile were somewhat lower for short-term (40.5% reading, 36.3% math) than for long-term (42.9% reading, 41.6% math). Compared to districtwide statistics, percentages tested were lower for both suspension groups, while percentages scoring below the 25th percentile were higher.

TABLE 87-G-8

SHORT-TERM SUSPENSIONS AND LONG-TERM SUSPENSION HEARINGS DISTRIBUTIONS OF VARIABLES 1986-87

SHORT-TERM
(N = 6,434)

VARIABLE[1]	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT
Sex	Male	71.7	Female	28.4	Unknown	0.0	----	
Ethnic	Caucasian	19.6	Black	71.3	Span. Sur.	8.1	Other or Unknown	1.0
Special Education[2]	Sp.Ed.	≥ 26.1	Not Sp.Ed.	≤ 73.9	----		----	
Attendance	Att. Rate	80.2	----		----		----	
Reading Test[3]	Tested	75.9	Not Tested	24.1	----		----	
Reading Quarters[3]	1 - 25	40.5	26 - 50	35.2	51 - 75	18.4	76 - 99	6.0
Mathematics Test[3]	Tested	73.6	Not Tested	26.4	----		----	
Mathematics Quarters[3]	1 - 25	36.3	26 - 50	31.6	51 - 75	22.3	76 - 99	9.7

LONG-TERM
(N = 360)

VARIABLE[1]	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT
Sex	Male	79.7	Female	20.3	----		----	
Ethnic	Caucasian	16.7	Black	75.0	Span. Sur.	7.2	Other or Unknown	1.7
Special Education[2]	Sp.Ed.	≥ 34.7	Not Sp.Ed.	≤ 65.3	----		----	
Attendance	Att. Rate	76.3	----		----		----	
Reading Test[3]	Tested	62.8	Not Tested	37.2	----		----	
Reading Quarters[3]	1 - 25	42.9	26 - 50	36.7	51 - 75	13.3	76 - 99	7.1
Mathematics Test[3]	Tested	62.8	Not Tested	37.2	----		----	
Mathematics Quarters[3]	1 - 25	41.6	26 - 50	34.1	51 - 75	17.3	76 - 99	7.1

Note: Statistics are based on the number of incidents , not the number of students; if a student is suspended more than once, his values for those variables are counted more than once.

[2] Special Education includes Resource students, except Speech Resource.

[3] Reading and Mathematics test data based on spring 1987 standardized achievement tests.

FIGURE 87-G-9

IN-SCHOOL SUSPENSIONS
(WITH SHORT-TERM SUSPENSIONS SINCE 1979-80)
SECONDARY ONLY
1984-85 THROUGH 1986-87

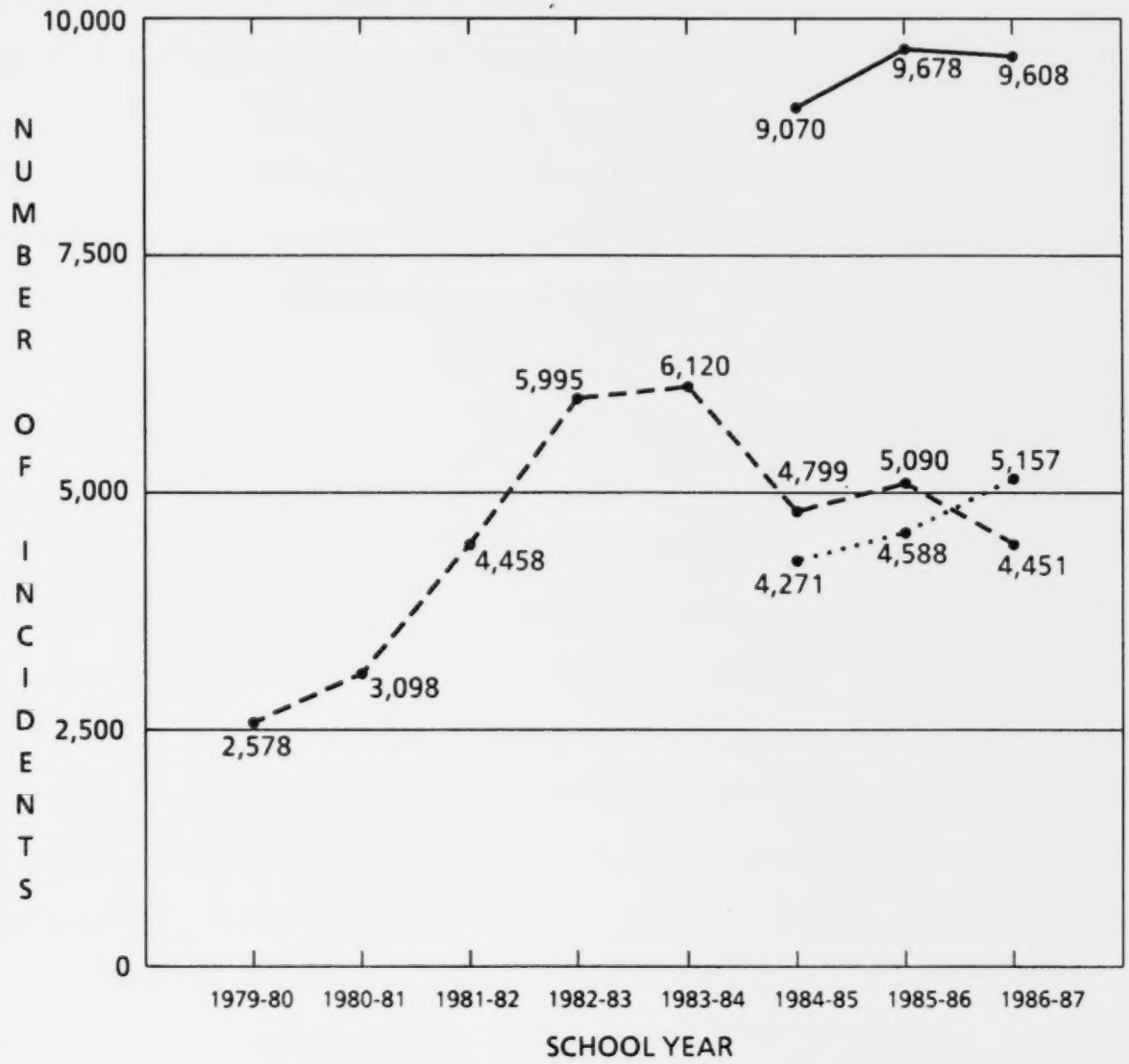
This figure displays the total number of incidents of in-school suspension at the secondary level from 1984-85 through 1986-87. The number of incidents rather than the number of students involved is reported, since a single student may have more than one incident of in-school suspension. In 1986-87, a total of only 2,945 students were involved in the 5,157 in-school suspensions given. The number of short-term suspensions is also profiled from 1979-80 through 1986-87.

In-school suspensions were referred to as "alternative to suspension" in the 1984-85 and 1985-86 school years. They grew out of alternative disciplinary procedures such as the "time-out room" program used in previous school years. They were originally conceptualized as a secondary school procedure and through 1986-87 were recorded and analyzed only for secondary, with minor exceptions not reported here. Duration of in-school suspensions is, as is the case with short-term suspensions, less then five school days. They may be as brief as a half day, and, over the three school years shown, they have averaged slightly over 2 days duration per incident.

The number of secondary in-school suspensions rose from 4,271 in 1984-85 by approximately 300 in 1985-86 and by another 600 in 1986-87 to a total of 5,157. The number of short-term suspensions had risen each year from 1979-80 through 1983-84. It dropped in 1984-85 and trended downward through 1986-87. The combined total of short-term and in-school suspensions, however, showed an increase every school year from 1980-81 through 1985-86 and then leveled off in 1986-87.

FIGURE 87-G-9

IN-SCHOOL SUSPENSIONS WITH SHORT-TERM SUSPENSIONS 1979-80 SECONDARY ONLY 1984-85 THROUGH 1986-87



····· IN-SCHOOL
– – – SHORT-TERM
——— IN-SCHOOL PLUS SHORT-TERM

NUMBER OF STUDENTS:	1984-85	1985-86	1986-87
IN-SCHOOL (I-S)	NA	1,799*	2,945
SHORT-TERM (S-T)	NA	2,886*	2,658
I-S PLUS S-T	NA	NA	4,300

*Approximation.

SECTION H

STUDENT LOSS

SECTION H

STUDENT LOSS

This section presents information which describes the extent of pupil loss in the District and the characteristics of those pupils lost.

Additional analysis of student loss data is available in two reports (Enrollment Report and Year-End Statistical Data), published by the Department of Student Data, Testing, and Records. Year-End Statistical Data includes by-school information.

FIGURE 87-H-1

STATUS FOUR SCHOOL YEARS LATER
FALL 1987
OF NINTH GRADERS ENROLLED
FALL 1983

This figure traces the history of District students who were enrolled as ninth graders at the beginning of the 1983-84 school year, showing their status four full school years later (in fall 1987). It should be borne in mind that nongraded students who were at the ninth-grade level in fall 1983 are not included in this analysis (most Special Education students are nongraded).

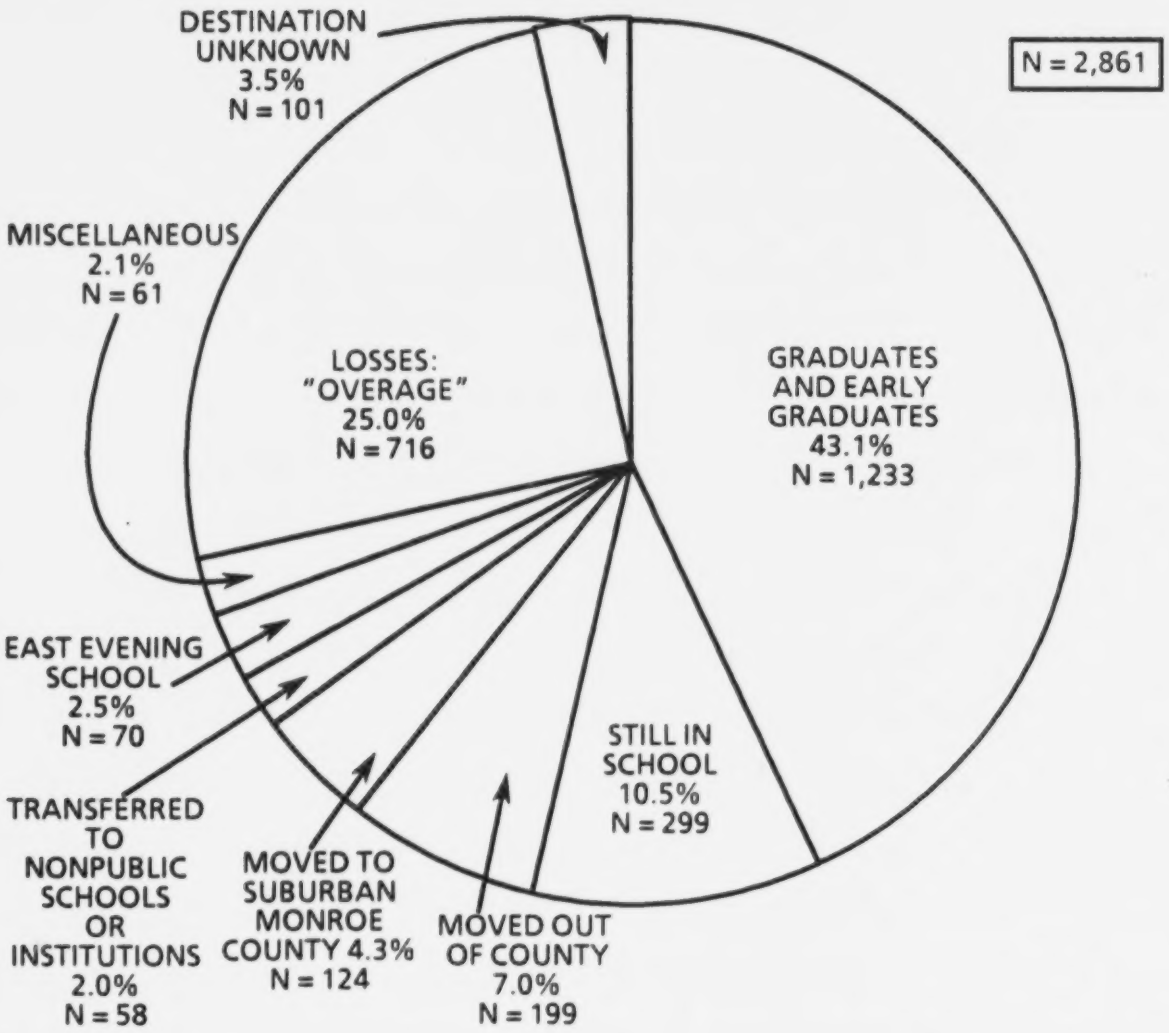
Of a total of 2,861 students, 1,233 (43.1%) had graduated four years later. Some 299 (10.5%) were still in school, 199 (7.0%) had moved from Monroe County, and 124 (4.3%) had moved to suburban Monroe County.

A count of 58 (2.0%) had transferred to nonpublic schools or institutions, 70 (2.5%) were at East Evening High School, and 61 (2.1%) had gone to miscellaneous destinations. A group of 716 (25.0%), designated as "over age," had left school at a point in time when they were over the compulsory attendance age.

Destination or status was not determined for a total of 101 students (3.5%). Many of these were students who left the District during the period between the closing of schools in June and the opening of schools in September. Efforts to determine the status of these students did not result in the coding of a more specific destination.

FIGURE 87-H-1

STATUS FOUR SCHOOL YEARS LATER
FALL 1987
OF NINTH GRADERS ENROLLED
FALL 1983


DESTINATION UNKNOWN 3.5% N = 101
N = 2,861
MISCELLANEOUS 2.1% N = 61
LOSSES: "OVERAGE" 25.0% N = 716
GRADUATES AND EARLY GRADUATES 43.1% N = 1,233
EAST EVENING SCHOOL 2.5% N = 70
STILL IN SCHOOL 10.5% N = 299
TRANSFERRED TO NONPUBLIC SCHOOLS OR INSTITUTIONS 2.0% N = 58
MOVED TO SUBURBAN MONROE COUNTY 4.3% N = 124
MOVED OUT OF COUNTY 7.0% N = 199

FIVE YEAR ANALYSIS: FALL 1982 NINTH GRADERS: STATUS IN FALL 1986 AND IN FALL 1987	SELECTED STATUSES	FALL 1986 COUNT	FALL 1987 COUNT	CHANGE
	STILL IN SCHOOL	251	102	-149
	GRADUATES / EARLY GRADUATES	1,146	1,200	+ 54
	LOSSES "OVER AGE"	744	805	+ 61
	DESTINATION UNKNOWN	223	242	+ 19

Source of Data: District central computer files from the end of period 1 in 1982, 1983, and 1987. The 1987 data was supplemented by information from the schools on 131 students whose computerized record showed "Destination Unknown". NOTE: Because of data integrity problems alluded to in the 1987-88 edition, the five-year analysis of the Fall 1982 ninth graders may overstate the Destination Unknown category and understate the Graduates/Early Graduates and Losses "Over Age" categories.

TABLE 87-H-2

DISTRICT LOSSES
DISTRIBUTIONS OF VARIABLES
1986-87

This table shows the distribution or breakdown of certain variables (characteristics of interest) among students who left the District during the 1986-87 school year. These "District losses" during 1986-87 include students who were still in school in June 1986 but did not reappear in September 1986, as well as those who left between September 1986 and June 1987. They do not include graduates or students simply transferring between schools in the District.

The total number of these losses is 4,242. A larger percentage of males (54.7%) than of females (45.3%) left the District. The ethnic breakdown shows more Caucasians (42.1%) and Blacks (39.7%) leaving than Spanish Surnamed students (14.0%). Special Education students comprised 11.3 percent of those leaving.

The prior attendance rate of those leaving was 70.9 percent. Short-term suspensions were received by 10.1 percent of these students during the 1986-87 school year, and 0.9 percent received long-term suspensions. In the previous spring (1986), 62.5 percent of these students were tested in reading and 61.8 percent were tested in mathematics; in each subject, disproportionate percentages of students (reading: 35.4%; mathematics: 29.5%) fell into the lowest national (percentiles 1-25) quarter of achievement. (Twenty-five percent is the national norm distribution.)

TABLE 87-H-2

DISTRICT LOSSES
DISTRIBUTIONS OF VARIABLES
1986-87

N = 4,242*

VARIABLE	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT
Sex (N = 4,240)	Male	54.7	Female	45.3	----		----	
Ethnic (N = 4,230)	Caucasian	42.1	Black	39.7	Span. Sur.	14.0	Other	4.2
Special Education[1] (N = 4,231)	Sp. Ed.	11.3	Not. Sp. Ed.	88.7	----		----	
Attendance (N = Unknown)[2]	Att. Rate	70.9	----		----		----	
1984-85 Suspensions	Short Term	10.1	Long Term	0.9	----		----	
Reading Test[3]	Tested	62.5	Not Tested	37.5	----		----	
Reading Quarters[3] (N = 2,652)	1 - 25	35.4	26 - 50	29.1	51 - 75	21.8	76 - 99	13.7
Mathematics Test[3]	Tested	61.8	Not Tested	38.2	----		----	
Mathematics Quarters[3] (N = 2,620)	1 - 25	29.5	26 - 50	26.6	51 - 75	23.2	76 - 99	20.7

*NOTE: This table analyzes 4,242 students with "left" codes which indicate losses to the District, assigned during the eight attendance periods of the 1986-87 school year. The source of data is the District's central computer files from the end of the school year. Certain variables (Sex, Ethnic, Special Education) are based on fewer students than the total 4,242 in the analysis; this is because of blank sex codes, blank ethnic codes and blank placement codes. East Evening High School losses (N = 169) were excluded from the analysis. However, the analysis does include students who leave a regular school for East Evening High School but do not report there.

[1]Special Education as defined here includes Resource students but not Related Services Only students.

[2]Figure was based on a slightly different loss population (N = 24, 207) although actual number with valid attendance is unknown.

[3]Reading and Mathematics test data based on spring 1986 Metropolitan Tests.

FIGURE 87-H-3

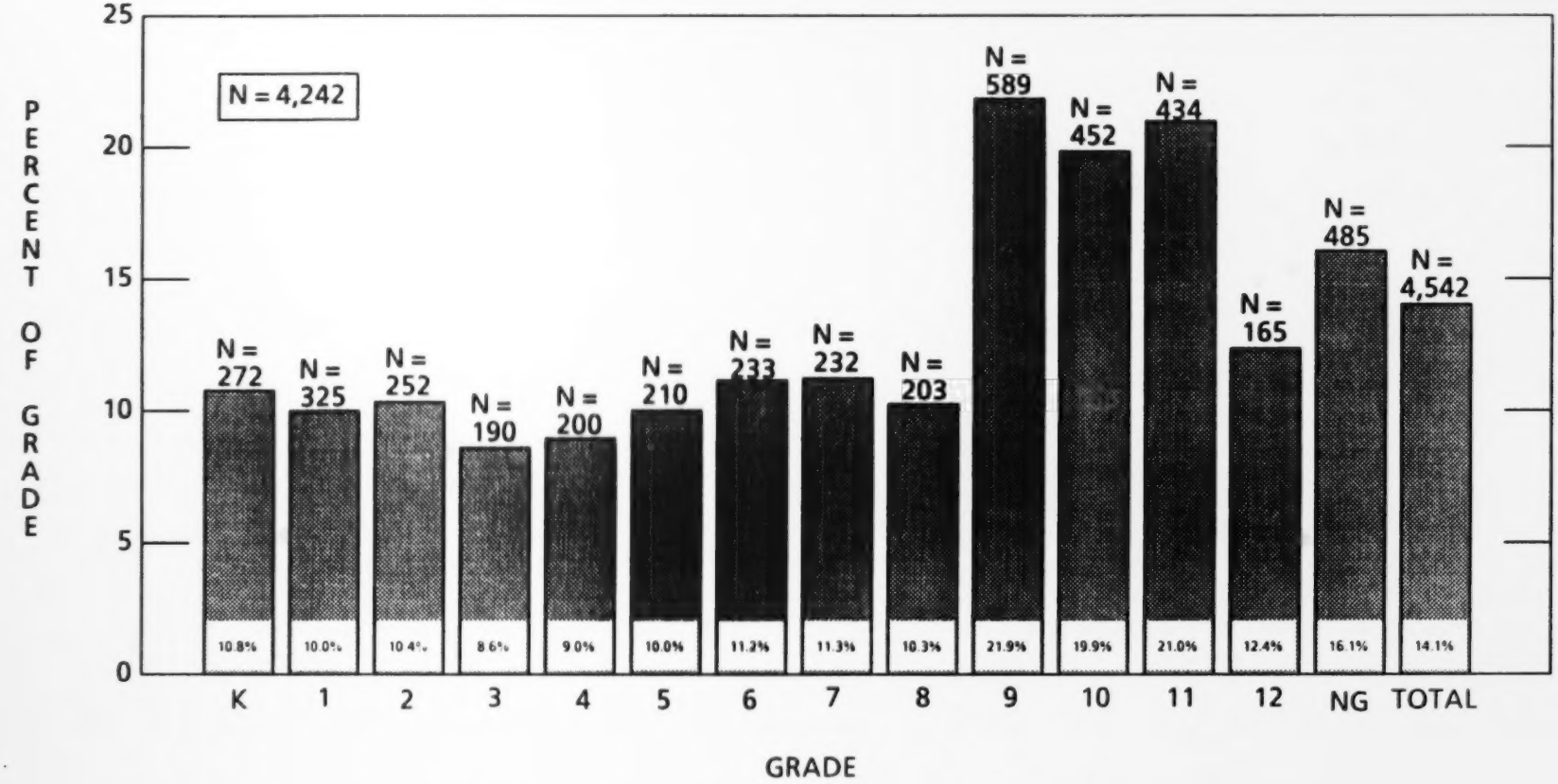
DISTRICT LOSSES BY GRADE
COUNTS AND PERCENTAGES OF GRADE ENROLLMENT
1986-87

This figure shows a grade-by-grade comparison of District losses during the 1986-87 school year. Graduates are not included as losses, nor are students who left regular or alternatives schools for East Evening High School, except for those who failed to report there. Losses for 1986-87 include students who failed to appear after summer 1986. These students are counted as losses from the grade which they would have entered in 1986-87. Students who failed to appear after summer 1987 are not included as losses in this analysis. The graph bars show the percentage of October enrollment that the losses constitute in each grade. The actual number per grade is shown at the top of each bar.

Loss percentages and numbers are highest for grades 9 through 11 and nongraded students. At grades 9, 10, and 11, the number of students lost in the course of the school year equals approximately one of every five (20%) students enrolled in October. For nongraded students, most of whom are in Special Education programs, the 16.1 percent lost represents approximately one of every six students enrolled in October. Overall District losses of 14.1 percent reflect approximately one of every seven students enrolled in October.

FIGURE 87-H-3

DISTRICT LOSSES BY GRADE
COUNTS AND PERCENTAGES OF GRADE ENROLLMENT
1986-87



Note: Summer losses are counted in Period 1 of the following school year and grade. N indicates the number of losses. Prefirst is included with kindergarten in this analysis.

Source of data: See note to Table 87-H-2 for description of data sources and constraints.

TABLE 87-H-4

DROPOUTS AND DESTINATION UNKNOWNS
COUNTS AND PERCENTAGES
1984-85 THROUGH 1986-87

This table shows the number of students classified as dropouts for school years 1984-85 through 1986-87. The data are taken from the "left code" item on the District's central computer files and are further checked for accuracy. The categories considered to be dropouts are listed in the table. The category Destination Unknown is also referenced individually and combined with the dropout counts, since it may contain students who are in fact dropouts. No data were available for the Destination Unknown category for this edition (see footnote 3). Counts are also expressed as a percentage of senior high enrollment, the most likely level from which to drop out, estimated as described in the table.

Dropout counts and percentages have fluctuated for these three school years shown, peaking in 1985-86. There were 955 dropouts in 1986-87, representing 10.6 percent of the senior high population.

It should be borne in mind that these figures reflect a single school year's dropouts as a percentage of that year's senior high enrollment. If a class or cohort of students were to be followed for the four years of senior high, the dropout "rate" would be several times higher. Table 87-H-1 may help give perspective on this point.

TABLE 87-H-4

DROPOUTS AND DESTINATION UNKNOWNS
COUNTS AND PERCENTAGES
1984-85 THROUGH 1986-87

	1984-85	1985-86	1986-87
SENIOR HIGH ENROLLMENT (EST'D.)[1]	9,224	9,212	9,010
NUMBER OF DROPOUTS[2]	876	1,094	955
NUMBER OF DESTINATION UNKNOWN[3]	NA	NA	NA
DROPOUTS PLUS DESTINATION UNKNOWN[3]	NA	NA	NA
DROPOUTS PERCENT OF SENIOR HIGH ENROLLMENT[4]	9.5%	11.9%	10.6%
DROPOUTS PLUS D.U. PCT. OF SENIOR HIGH ENROLLMENT[3,4]	NA	NA	NA

[1] Grades 9 through 12 enrollment plus 50 percent of secondary NG students.

[2] Students with "left codes" labeled Pregnancy, Health, Over Age, Military Service, Job Corps, and Employment Certificate are considered dropouts; to those are added students dropped but not reporting to East Evening High School.

[3] Lack of time and resources prevented incorporation of data on Destination Unknown students. It is hoped that they can be added to the analysis in future editions, since a proportion of them may be dropouts, and they are treated similarly to dropouts for some purposes.

[4] See discussion of dropout "rate" in description at left.

Source of data: Dropout counts are from Student Data, Testing, and Records (SDTR) annual Year End Statistical Report. The enrollment figures upon which the estimates are based are from SDTR's annual Enrollment Report.

SECTION I

SPECIAL EDUCATION

SECTION I

SPECIAL EDUCATION

This section presents information, some historical and/or comparative, on the District's Special Education population and its referral process, according to the following outline:

Comparative Special Education Enrollments 87-I-1

Longitudinal Special Education Enrollments 87-I-2

Committee on Special Education (CSE) Data 87-I-3

Categories of Special Education Enrollment ..... 87-I-4 through 87-I-6

Special Education Achievement Results ..... 87-I-7 and 87-I-8

TABLE 87-I-1

HANDICAPPED STUDENTS
NUMBERS AND PERCENTAGES OF ENROLLMENT
1985-86 AND 1986-87

This table displays numbers of Handicapped students and expresses them as a percentage of public school enrollment for the District for 1985-86 and 1986-87. The same data are shown also for three reference groups, Monroe County excluding Rochester, New York State, and the "Big 5" cities (New York City, Buffalo, Rochester, Syracuse and Yonkers). The numbers and percentages are shown under four broad categories and as totals.

Prior to the 1986-87 school year, the category "All Other Placements" was in use. Since data for this category were not gathered by the state for 1986-87, the category has been excluded from Table 87-I-1, and the relevant subtotal (283) also excluded from the "Total Handicapped" column for 1985-86.

It should be noted that, at least in the case of Rochester, BOCES students (12 in 1985-86, 24 in 1986-87) are not a part of the District BEDS enrollment. The same is true of a number (approximately 127 in 1986-87) of "dual enrollment" students in the Rochester data.

In each school year, Rochester has the highest overall percentage of Handicapped enrollment (14.8% for both years), surpassing Monroe County outside the city (8.3% for both years), New York State (9.9% in 1985-86 and 10.0% in 1986-87), and the "Big 5" cities (11.6% for both years). The largest category of Handicapped enrollment in the District each year has been Special Class (self-contained): 9.3 percent and 9.2 percent, respectively.

TABLE 87-I-1

HANDICAPPED STUDENTS
NUMBERS AND PERCENTAGES OF ENROLLMENT
1985-86 AND 1986-87

	OCTOBER "BEDS" ENROLLMENT	RESOURCE ROOM (INCLUDES BOCES)	FULL-TIME OR PART-TIME SPECIAL CLASS (WITH BOCES)	RELATED SERVICE ONLY (WITH BOCES)	HOME OR HOSPITAL INSTRUCTION	HANDICAPPED TOTAL MINUS "ALL OTHER PLACEMENTS"**
MONROE COUNTY OUTSIDE CITY 1985-86	70,486	1,384 2.0%	3,370 4.8%	1,057 1.5%	19 0.0%	5,830 8.3%
NEW YORK STATE 1985-86	2,605,363	86,896 3.3%	143,183 5.5%	26,446 1.0%	1,271 0.0%	257,796 9.9%
BIG 5* WITH ROCHESTER 1985-86	1,047,462	38,330 3.6%	75,694 7.2%	7,242 0.7%	364 0.0%	121,630 11.6%
ROCHESTER 1985-86	32,300	832 2.6%	3,001 9.3%	865 2.7%	68 0.2%	4,766 14.8%
MONROE COUNTY OUTSIDE CITY 1986-87	70,369	1,159 1.7%	3,870 5.5%	7,911 1.1%	37 0.1%	5,857 8.3%
NEW YORK STATE 1986-87	2,588,936	86,286 3.3%	147,973 5.7%	24,281 0.9%	1,513 0.1%	260,053 10.0%
BIG 5* WITH ROCHESTER 1986-87	1,047,859	37,347 3.6%	76,351 7.3%	7,252 0.7%	617 0.1%	121,567 11.6%
ROCHESTER 1986-87	32,157	815 2.5%	2,944 9.2%	965 3.0%	27 0.1%	4,751 14.8%

Calculated from New York State "Pupils with Handicapping Conditions" (PHC-1) report (Dec. 1, 1985 and 1986), and New York State "Basic Educational Data System" (BEDS) report (October 1985 and 1986) as reported by State Education Department.

*Buffalo, New York City, Rochester, Syracuse, Yonkers.

** Data for the category "All Other Placements", used in previous reports, were not gathered by the state for 1986-87. Accordingly, the 1985-86 figures for this category (N = 260, 8,361, 3,132 and 283 for the four listed jurisdictions, respectively) were excluded from the totals reported in this table.

TABLE 87-I-2

SPECIAL EDUCATION
LONGITUDINAL ENROLLMENT ANALYSIS
1985-86 THROUGH 1987-88

This table displays Special Education enrollment over the course of a two-year period. The table contains fixed enrollment counts from December 1st of three successive years, 1985, 1986, and 1987. They are broken down into four broad categories, Special Class (Full Time), Individual Tutoring (Home Hospital), Resource Programs, and Related Services Only (mostly Speech Impaired). These are the official counts of Handicapped or Special Education enrollment that are reported to the State Education Department (SED). Consequently, they are extremely accurate. However, the SED is not consistent from year to year in precisely what they request be counted. As a result, the counts may not be perfectly comparable from year to year.

The table also shows movement into (called New Placements) and out of (called Program Leavers) the Special Education category. The New Placements are shown by the four broad categories mentioned above, but the Program Leavers could not be all categorized in this way. Instead, they are shown by their general destination: Declassified (returned to regular program in the District), Exited District, or Graduated. Many very specific details concerning movement into and out of the program can cause slight variation in comparing longitudinal results (for example, tuition-paying students and students transferring between agency programs and District programs can be treated differently).

Finally, a "Balance" figure is shown, indicating the count after adding New Placements and subtracting Program Leavers from the previous PHC-1 count. In theory, this should equal the next PHC-1 count exactly; an exact correspondence is not necessarily to be expected because of the situations detailed above.

On December 1, 1985, the District reported 4,766 Special Education students. Over the next 12 months, 766 students entered Special Education and 793 left, for a net loss of 27. However, the total number of students to receive Special Education services at any point during that 12-month period was 5,532 (4,766 plus 766). The net loss indicated a theoretical December 1, 1986 enrollment of 4,739. The actual official figure was 12 higher (4,751), indicating an actual net loss of only 15 students.

A similar pattern is evident between December 1, 1986 and December 1, 1987. The actual net loss, however, was higher, 209 students. The total number of students served at any point during the 12 months was 5,355, 4,751 plus the 604 New Placements.

TABLE 87-I-2

SPECIAL EDUCATION
LONGITUDINAL ENROLLMENT ANALYSIS
1985-86 THROUGH 1987-88

TYPE OF PLACE-MENT	NUMBER HNDCPD. 12-1-85 (PHC-1)	NUMBER NEW PLACE-MENTS	NUMBER PROGRAM LEAVERS			BAL-ANCE*	NUMBER HNDCPD. 12-1-86 (PHC-1)	NUMBER NEW PLACE-MENTS	NUMBER PROGRAM LEAVERS			BAL-ANCE*	NUMBER HNDCPD. 12-1-87 (PHC-1)
			D	E	G				D	E	G		
SPECIAL CLASS	3,001	327	304	395	94	NA	2,944	320	217	547	68	NA	2,860
INDIVID. TUTORING	68	1				NA	27	3				NA	48
RESOURCE PROGRAM	832	163				NA	815	96				NA	716
RELATED SERVICES ONLY	865	275				NA	965	185				NA	938
TOTAL	4,766	766	793			4,739	4,751	604	832			4,523	4,562
						DISCREPANCY = 12						DISCREPANCY = 39	

D = Declassified
E = Exited District
G = Graduated

*Balance = PHC-1 count plus New Placements minus Program Leavers.

Source of data: PHC-1 counts are taken from the official reports sent each December 1st to the State Education Department. Counts of New Placements and Program Leavers were supplied by the Department of Special Instructional Services (Special Education).

NOTE: Discrepancies are attributed to: (1.) students who re-enter District programs from agency placements and are continuing in special education but are not counted as new entrants to the Committee on Special Education (CSE) process, and (2.) some error of students in temporary placements who may have been recorded as continuing rather than new. (Temporary students are included in the PHC-1 counts if they are present on December 1st.)

TABLE 87-I-3

NUMBERS OF REFERRALS OF STUDENTS
TO COMMITTEE ON SPECIAL EDUCATION
BY REASON
1980-81 THROUGH 1986-87

This table provides an analysis of the reasons for referral of students to the Committee on Special Education (CSE) for the seven school years 1980-81 through 1986-87. The three reasons for referral are Suspected Handicapped, which involves an original referral, Internal Reviews, which involves a change of placement, and Third-Year Reviews, which are "automatic" reviews of each placement every third year. Not all original referrals result in actual placement into Special Education programs. These figures are useful, however, in showing the extent of activity of the CSE's.

The total number of referrals has fluctuated between approximately 2,500 and 4,000 over the seven-year period. In the 1985-86 school year, it reached a high for the period, exceeding 4,000. In each of the seven school years, the largest number of student referrals has been the "Suspected Handicapped" category.

TABLE 87 -I-3

NUMBERS OF REFERRALS OF STUDENTS TO COMMITTEE ON SPECIAL EDUCATION BY REASON 1980-81 THROUGH 1986-87

REASON	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
SUSPECTED HANDICAPPED* (ORIGINAL REFERRALS)	2,481	1,596	1,753	1,880	1,909	1,820	1,771
INTERNAL REVIEWS (CHANGE OF PLACEMENT)	394	367	943	925	990	1,165	1,140
THIRD-YEAR REVIEWS	456	473	693	790	706	1,105	940
TOTAL	3,331	2,436	3,389	3,595	3,605	4,090	3,851

*This category includes Suspected Handicapped and Speech/Language Suspected Handicapped.

Source of date: Department of Special Instructional Services (Special Education).

TABLE 87-I-4

HANDICAPPING CATEGORIES
AS PERCENTAGES OF DISTRICT ENROLLMENT
1983-84 THROUGH 1987-88

This table displays Handicapped student counts expressed as percentages of enrollment for the District for the school years 1983-84 through 1987-88. A total for all Handicapped students is shown, as well as a breakdown into four general program categories. The category Private Agency/BOCES Placement, which appeared in this analysis in previous editions, has been eliminated for two reasons: agency placements are no longer reported on the Pupils with Handicapping Conditions (PHC-1) form used to report these data to the State, and neither agency nor BOCES students are formally enrolled in the District. Total numbers of students in this category were under 300 from 1983-84 through 1985-86. A number of "dual enrollment" students (1986-87 N = approx. 127; 1987-88 N = 96) are included in this analysis, even though they are not formally enrolled in the District. They are enrolled in private or parochial schools and receive Special Education services from the District at the Resource or Related Services Only level.

The overall percentage of relevant Handicapped students has been near 14 or 15 percent for the five school years shown, peaking in 1985-86 at 15.4 percent. In each school year, the category with the largest percentage of enrollment was Special Class, followed by Related Service Only (mainly Speech Impaired) and Resource Room, respectively.

TABLE 87-I-4

HANDICAPPING CATEGORIES AS PERCENTAGES OF DISTRICT ENROLLMENT 1983-84 THROUGH 1986-87

	1983-84	1984-85	1985-86	1986-87	1987-88
DISTRICT ENROLLMENT[1]	33,206	32,830	32,348	32,224	31,950
RESOURCE ROOM[2]	2.4%	2.4%	2.6%	2.5%	2.2%
SPECIAL CLASS	7.6%	8.5%	9.2%	9.1%	8.9%
HOME OR HOSPITAL INSTRUCTION	0.5%	0.2%	0.2%	0.1%	0.2%
RELATED SERVICES ONLY[2] (MAINLY SPEECH IMPAIRED)	2.7%	2.9%	2.7%	3.0%	2.9%
TOTAL OF ABOVE	13.9%	14.9%	15.4%	14.7%	14.2%

[1]Excludes Prekindergarten

[2]Counts of dual enrollment students are reported here (under Resource and Related) although they are not part of District Enrollment. They number approximately 127 for 1986-87 and 96 for 1987-88.

Source of data: for District enrollment - District data tape for New York State "Basic Educational Data System" (BEDS) reports (October of school year); for all other rows - annual New York State "Pupils with Handicapping Conditions" (PHC-1) report (December 1st of school year), supplemented for 1984-85 and 1985-86 by data from Department of Special Instructional Services. Excludes three categories of placement: (1) Programs Operated by other School Districts, (2) State Operated and Supported Schools - Chapter 4201 (institutional deaf and blind), and (3) Certain Other Placements (e.g., developmental and psychiatric centers).

TABLE 87-I-5

NUMBERS OF SPECIAL EDUCATION STUDENTS RECEIVING SPEECH/LANGUAGE PRIMARY HANDICAP COMPARED TO SUBORDINATE HANDICAP 1984-85 THROUGH 1987-88

This table shows the numbers of Special Education students enrolled in various types of Speech/Language programs at a given point in the school year (December 1st) for a four school year period. The table distinguishes between speech/language problems as a primary handicapping condition and as subordinate to another handicap. The type of program and/or frequency of service is also indicated. For the 1985-86 school year, appropriate data retrieved sufficiently close to December 1st were not available for the two "Subordinate" categories. Subordinate handicap enrollments for 1986-87 and 1987-88 were calculated on January 21, 1987 and November 23, 1987, respectively.

The total number of students in these Speech/Language programs has been fairly stable from 1984-85 to 1987-88. For each of the four years, the largest numbers have been in the category "Speech/Language as Subordinate to Another Program (2 to 4 times per week)" followed by "Speech/Language as a Primary Handicapping condition: Other than Special Class or Resource (2 to 5 times per week)."

It should be noted that during the period 1984-85 to 1987-88 the total number of students in programs of "Speech/Language as a Primary Handicapping Condition" increased by 3.5 percent, while the total number of those in programs of "Speech/Language as Subordinate to Another Program" decreased by 8.6 percent.

TABLE 87-I-5

NUMBERS OF SPECIAL EDUCATION STUDENTS RECEIVING SPEECH/LANGUAGE PRIMARY HANDICAP COMPARED TO SUBORDINATE HANDICAP 1984-85 THROUGH 1987-88

		1984-85	1985-86	1985-87	1987-88
SPEECH/LANGUAGE AS A PRIMARY HANDICAPPING CONDITION	SPECIAL CLASS AND RESOURCE (AT LEAST 5 TIMES PER WEEK)	144	100	108	115
	OTHER THAN SPECIAL CLASS OR RESOURCE (2 TO 5 TIMES PER WEEK)	840	819	934	903
	SUBTOTAL	984	919	1,042	1,018
SPEECH/LANGUAGE AS SUBORDINATE TO ANOTHER PROGRAM	5 TIMES PER WEEK	320	NA*	237	193
	2 TO 4 TIMES PER WEEK	918	NA*	958	939
	SUBTOTAL	1,238	NA*	1,195	1,132
TOTAL		2,222	NA*	2,237	2,150

SOURCE OF DATA: New York State "Pupils with Handicapping Conditions" (PHC-1) Report (December 1st of each school year), and City School District Department of Pupil Personnel Services.

*Comparable data, from a computer run done on or about December 1, 1985, were not available.

TABLE 87-I-6

ETHNIC ENROLLMENT IN CERTAIN SPECIAL EDUCATION PROGRAMS COMPARED TO DISTRICT ETHNIC ENROLLMENT 1987-88

This table shows, for the 1987-88 school year, the ethnic numbers and percentages of students in three major components of Special Education: Related Services Only, Resource Room, and Special Class (Self-Contained). The ethnic numbers and percentages of the District's total enrollment are also presented for purposes of comparison. In addition, total minority (nonwhite) values are shown.

Minorities comprise 69.7 percent of District enrollment, 72.7 percent of Related Services enrollment, 71.6 percent of Resource enrollment, and 71.5 percent of Special Class enrollment.

Whites comprise 30.3 percent of District enrollment and make up 27.3 percent of Related Services enrollment, 28.4 percent of Resource enrollment, and 28.5 percent of Special Class enrollment. Blacks, who comprise 53.7 percent of District enrollment, account for 53.7 percent of Related Services enrollment, 57.4 percent of Resource enrollment, and 58.4 percent of Special Class enrollment. Hispanics, who comprise 13.1 percent of District enrollment, account for 17.3 percent of Related Services enrollment, 13.6 percent of Resource enrollment, and 12.4 percent of Special Class enrollment.

TABLE 87-I-6

ETHNIC ENROLLMENT IN CERTAIN SPECIAL EDUCATION PROGRAMS COMPARED TO DISTRICT ETHNIC ENROLLMENT 1987-88

	BLACK		HISPANIC		WHITE		OTHER[1]		MINORITY[2]	
	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.
RELATED SERVICES ONLY (N = 1130)	607	53.7	195	17.3	308	27.3	20	1.8	822	72.7
RESOURCE PROGRAM SPECIAL EDUCATION (N = 631)	362	57.4	86	13.6	179	28.4	4	0.6	452	71.6
SPECIAL CLASS (SELF CONTAINED) SPECIAL EDUCATION (N = 2,940)	1,716	58.4	363	12.4	838	28.5	23	0.8	2,102	71.5
TOTAL DISTRICT (N = 31,950)	17,151	53.7	4,175	13.1	9,687	30.3	937	2.9	22,263	69.7

[1]Includes American Indian or Alaskan Native, East Indian, and Asian or Pacific Islander.

[2]Includes Black, Hispanic, and Other.

Source of Data: District data tape for NYS BEDS report: October of school year.

TABLE 87-I-7

SPECIAL EDUCATION
MEDIAN PERCENTILE VALUES
SPRING 1987 STANDARDIZED ACHIEVEMENT TESTS

This table displays results of nationally-normed achievement tests administered to Special Education students in Spring 1987. The scores shown are average (median) national percentile rank scores. Resource Room and Related Services only Special Education students are graded and are given the test level appropriate to their grade level in the same way as "regular education" students are. However, Full-Time Special Class students are assigned a test level according to a formula that considers their program type and age. Generally speaking, they take a test level at least one grade lower than that of comparably aged "regular education" students. For purposes of this analysis, they are shown opposite the "norm level" used. This indicates the grade level test that was used but not their approximate age. The actual tests used at the various grade levels are referenced in Figures 87-C-16 and 17. Most mentally retarded students are not given these standardized achievement tests.

Full-Time Special Class students perform most poorly of all Special Education students, averaging at the 12th percentile in reading and the 13th in mathematics. Resource Room students and Related Services Only students score on average, respectively, at percentiles 25 and 31 in reading, 31 and 41 in mathematics. These average scores compare with median percentile scores of 47 in reading and 56 in mathematics among all remaining ("regular education") students in the District.

TABLE 87-I-7

SPECIAL EDUCATION
MEDIAN PERCENTILE VALUES
SPRING 1987 STANDARDIZED ACHIEVEMENT TESTS

GRADE OR NORM LEVEL USED	FULL TIME SPECIAL CLASS		RESOURCE ROOM		RELATED SERVICES ONLY		ALL OTHERS (NOT SPECIAL EDUCATION)	
	RDG.	MATH	RDG.	MATH	RDG.	MATH	RDG.	MATH
K	44.0	45.0	29.0	53.0	31.0	33.0	37.0	45.0
PF	NA	NA	58.5	78.0	41.0	51.0	48.5	51.0
1	10.0	24.0	44.0	56.0	22.5	44.0	45.0	58.0
2	13.0	18.0	23.0	45.0	36.0	33.0	56.0	56.0
3	11.5	11.0	29.5	35.0	39.0	41.0	56.0	59.0
4	13.0	15.0	28.0	38.5	32.0	43.0	51.0	61.0
5	8.0	9.5	25.0	39.0	33.0	48.5	49.0	65.0
6	12.0	10.0	25.0	41.0	30.0	42.0	49.0	68.0
7	10.0	10.0	20.0	29.0	22.0	40.5	43.0	52.0
8	8.0	8.0	21.5	18.5	24.0	24.0	45.0	49.0
9	10.0	10.0	25.0	22.0	22.0	32.0	43.0	49.0
10	9.0	11.0	24.5	18.0	26.0	23.0	45.0	54.0
11	8.0	5.0	17.0	21.0	21.0	30.5	49.0	53.0
12	23.0	4.0	14.0	28.0	18.0	54.0	55.0	60.0
TOT. NO. TESTED	1,896	1,897	534	525	1,091	1,081	24,771	24,574
TOTAL	12.0	13.0	25.0	31.0	31.0	41.0	47.0	56.0

NOTE: Regular education test results normally exclude Full-Time Special Class and Resource Room students but include Related Services Only students. For purposes of this analysis, the results of Related Services Only students (mostly Speech Impaired) were also analyzed separately, since they are technically Special Education students, having been through the Committee on Special Education. Their results, along with the All Others category, are equivalent to what is normally reported as "Regular Education" test results.

Source of data: District (Student Data, Testing, and Records) computerized testing files.

TABLE 87-I-8

SPECIAL EDUCATION
MEDIAN PERCENTILE VALUES
SPRING 1987 STANDARDIZED ACHIEVEMENT TESTS
FULL-TIME SPECIAL CLASS
ANALYSIS BY SPECIAL PROGRAM CODE

This table displays the results of Spring 1987 standardized achievement testing for Full-Time Special Class students. Results are presented by the various types of programs to which these students belong, as well as by the norm level used. This analysis is really a sub-analysis of that contained in Table 87-I-7, the description for which should be consulted to aid in understanding these results.

In terms of the median percentile for all norm levels combined (Total), the various programs differ widely. Hearing Handicapped students outperform all others in mathematics (median percentile 58.5) and are second in reading (39). Orthopedically Handicapped students do best in reading (46) and are second in mathematics (45). The lowest performance levels are from the Mentally Retarded (median percentiles 2 and 3 in reading and mathematics, respectively), followed by the Learning Disabled (9 and 11) and Emotionally Handicapped (18 and 16).

TABLE 87-I-8

SPECIAL EDUCATION
MEDIAN PERCENTILE VALUES
SPRING 1987 STANDARDIZED ACHIEVEMENT TESTS
FULL TIME SPECIAL CLASS
ANALYSIS BY SPECIAL PROGRAM CODE

NORM LEVEL USED	EMOTIONALLY HANDICAPPED		HEARING HANDICAPPED		LEARNING DISABLED		EDUCABLE MENTALLY HANDICAPPED		ORTHOPED. HANDICAPPED		SPEECH IMPAIRED	
	RDG.	MATH.	RDG.	MATH.	RDG.	MATH.	RDG.	MATH.	RDG.	MATH.	RDG.	MATH.
K	35.0	33.0	75.5	73.0	49.0	51.0	0	0	59.0	41.0	21.5	21.0
1	5.0	15.0	88.5	94.0	9.0	19.0	24.0	42.0	80.0	71.0	3.0	14.0
2	26.0	24.5	14.0	26.0	10.0	17.0	11.0	9.0	47.0	26.0	26.0	31.0
3	30.0	28.0	21.0	56.0	9.0	8.0	3.0	1.5	19.0	39.0	34.0	71.0
4	21.0	24.0	23.0	37.0	11.0	12.0	6.0	5.5	0	0	NA	NA
5	10.0	9.0	41.5	60.0	8.0	8.0	2.0	1.0	44.0	44.5	NA	NA
6	21.0	18.0	34.5	12.0	8.0	10.0	1.0	3.0	37.5	63.5	NA	NA
7	15.0	11.0	18.0	24.0	9.0	10.0	8.0	14.0	0	0	NA	NA
8	11.0	12.0	18.0	28.0	6.0	6.0	16.0	16.0	45.0	22.0	33.0	12.0
9	15.0	11.0	0	0	9.0	10.0	1.0	3.0	81.0	35.5	24.0	7.0
10	16.5	16.5	0	0	6.0	8.0	0	0	27.0	51.0	9.0	18.0
11	8.0	5.0	18.0	21.5	3.0	4.0	0	0	76.0	47.0	NA	NA
12	23.0	4.0	0	0	1.0	4.0	0	0	38.0	60.0	NA	NA
TOT. NO. TESTED	511	506	55	56	1,206	1,209	61	61	32	33	25	25
TOTAL	18.0	16.0	39.0	58.5	9.0	11.0	2.0	3.0	46.0	45.0	20.0	21.0

SECTION J

ALTERNATIVE PROGRAM

SECTION J

ALTERNATIVE PROGRAMS

This section presents information, some historical, on enrollment, student characteristics, and mobility in the District's Alternative Programs.

TABLE 87-J-1

ALTERNATIVE PROGRAMS
ENROLLMENT, PERCENT MINORITY, PERCENT HANDICAPPED
1985-86 THROUGH 1987-88

This table shows the numbers of District pupils enrolled in Alternative Programs from 1985-86 through 1987-88. The Alternative Program enrollment is also expressed as a percentage of District enrollment. The numbers and percentages of minority students also are shown as well as the numbers and percentages of handicapped students. It should be noted that these enrollment numbers are based on a one-day "snapshot" view of the programs; they do not reflect the cumulative numbers of students who are involved in these programs in the course of the school year. In 1985-86, the Alternative Programs included Center Senior High School, Center Junior High School, Special Placement Center, World of Work Program, Young Mothers Program, Secondary Home/Hospital Tutoring, and Elementary Home/Hospital Tutoring. In 1986-87, the World of Work Program ceased to exist as a separate school register; otherwise the make up of the Alternative Programs has been the same through 1987-88. They do not include Edison, School Without Walls, Nathaniel Rochester Community School, World of Inquiry School, or magnet schools and magnet components in general.

Enrollment in alternative programs decreased from 722 in 1985-86 to 552 in 1986-87 and to 473 in 1987-88. The percentage of total District enrollment represented by Alternative Programs declined from 2.2 percent to 1.5 percent in the three school years shown. The percentage of minority students in the Alternative Programs has remained near 84 percent, while the percentage of handicapped students has held constant at approximately 22 to 23 percent.

TABLE 87-J-1

ALTERNATIVE PROGRAMS
ENROLLMENT, PERCENT MINORITY, PERCENT HANDICAPPED
1985-86 THROUGH 1987-88

	1985-86	1986-87	1987-88
DISTRICT ENROLLMENT[1]	32,348	32,224	31,950
ALTERNATIVE PROGRAM ENROLLMENT	722	552	473
ALTERNATIVE PROGRAM PERCENT OF DISTRICT ENROLLMENT	2.2%	1.7%	1.5%
ALTERNATIVE PROGRAM NUMBER MINORITY[2]	601	464	400
ALTERNATIVE PROGRAM PERCENT MINORITY[2]	83.6%	84.1%	84.6%
ALTERNATIVE PROGRAM NUMBER HANDICAPPED[3]	155	108	109
ALTERNATIVE PROGRAM PERCENT HANDICAPPED[3]	22.8%	22.2	23.0%

[1]Excludes prekindergarten.

[2]For 1985-86, three students had no ethnic code: the number minority and the calculation of the percent minority excluded these.

[3]The 1985-86 and 1987-88 handicapped counts and percentages include Special Class and Resource Room. The 1987-88 counts include these and also Related Services Only. A number of students whose handicapped or nonhandicapped status was unknown (42 in 1985-86 and 65 in 1986-87) were excluded from the count of handicapped and from the calculation of the percent handicapped.

Source of data: District's central student computer file used for BEDS report. Certain hand corrections made for the official BEDS data in 1985-86 were not on the computer file and therefore are not reflected in this analysis.

TABLE 87-J-2

NUMBER OF PUPILS PROCESSED
IN CERTAIN CATEGORIES
BY DEPARTMENT OF STUDENT EQUITY AND PLACEMENT
1982-83 THROUGH 1986-87

This table displays numbers of students for whom program placements in certain categories were determined by the Department of Student Equity and Placement during the school years 1982-83 through 1986-87. Students who were temporarily placed in these programs are included, although their attendance continued to be kept in their home school registers.

During 1982-83, a subtotal of 1,713 students in these categories were processed by the Department of Student Equity and Placement. The largest numbers were assigned to Home/Hospital Tutoring (596) and Group Tutoring (353). The subtotal increased in 1983-84 to 2,307, and it remained at 2,306 in 1984-85. The largest numbers continued to be assigned to Home/Hospital Tutoring (604 and 667) and Group Tutoring (466 and 487). The number of students assigned to the Shelter increased, and it approached the number assigned to Group Tutoring in 1983-84 and 1984-85. In 1985-86, the subtotal dropped to 1,891. This is a reduction of 415 and is associated with the elimination of the Group Tutoring program. The largest number of students (860) was placed in Home/Hospital Tutoring. The subtotal dropped again in 1986-87 to 1,503, a reduction of 388. This drop is associated with a reduction in the number of long-term suspensions due to a policy change under which the "weapons" reason for suspension did not carry an automatic long-term suspension charge as of 1986-87. The largest number of students (502) again was placed in Home/Hospital Tutoring.

TABLE 87-J-2

NUMBER OF PUPILS PROCESSED IN CERTAIN CATEGORIES BY DEPARTMENT OF STUDENT EQUITY AND PLACEMENT 1982-83 THROUGH 1986-87

CATEGORY[1]	1982-83	1983-84	1984-85	1985-86	1986-87
HOME/HOSPITAL TUTORING	596	604	667	860	502
GROUP TUTORING	353	466	487	NA*	NA*
TEMPORARY TUTORING CENTER[2]	236	335	350	202	165
SHELTER (SECURE DETENTION)[3]	294	438	432	402	363
NORTHAVEN (NON-SECURE DETENTION)[3]	176	392	309	368	340
HILLSIDE (EMERGENCY PLACEMENT)[3]	58	72	61	59	50
MONROE COUNTY JAIL (INCARCERATED YOUTH PROGRAM)[3, 4]	NA	NA	NA	NA	83
SUBTOTAL[5]	1,713	2,307	2,306	1,891	1,503

*No longer in existence; became a part of Lofton Senior High School and Lofton Junior High School.

[1] Numbers from 1982-83 through 1985-86 were based on counts which are unduplicated within categories but duplicated between categories. In other words, if a student was placed twice in Group Tutoring in the same school year, he/she would be counted only once (unduplicated); if a student was placed once in Group Tutoring and once in the Shelter in the same school year, he/she would be counted twice (duplicated). As of 1986-87, counts are duplicated both within and between categories (two referrals to the same placement destination in the same school year would be counted twice). All counts were started over each school year.

[2] Nonhandicapped students incurring long-term suspensions are assigned either to the Temporary Tutoring Center or to temporary home instruction while awaiting their hearings.

[3] These students' instructional program is made available through the Rochester City School District while in this placement; both students originally from the District and students from outside the District (for whom the District is reimbursed) are included.

[4] The 1986-87 count is based only on the portion of the school year from February 23, 1987 to June 19, 1987.

[5] The categories here represent only a portion of the placements handled by Student Equity and Placement. Placements such as Open Enrollment, Special Education, ESOL, Suburban/Urban, Magnet Schools, students returning from Division for Youth or other such facilities, and new entrants without records are not shown here. This figure includes some students reported in Table 87-J-1, and it also reports those students who were placed temporarily and whose attendance was maintained on their home school registers.